School Improvement Grant
Section 1003(g)
Cohort 4—Fiscal Years 2014, 2015, and 2016

Local Educational Agency

Applications are due to the California Department of Education no later than 4 p.m. on September 8, 2016

California Department of Education
Improvement and Accountability Division
School Turnaround Office
1430 N Street, Suite 6208
Sacramento, CA 95814-5901
916-319-0833

http://www.cde.ca.gov/sp/sw/t1/sig09.asp

Section I: Introduction

Application Cover Sheet
School Improvement Grant
Cohort 4—Fiscal Years 2014, 2015, and 2016
Application for Funding

APPLICATION RECEIPT DEADLINE
September 8, 2016, 4 p.m.

Submit to the following address:
California Department of Education
Improvement and Accountability Division
School Turnaround Office
1430 N Street, Suite 6208
Sacramento, CA 95814-5901

Local Educational Agency (LEA) Name: Sacramento City Unified School District	**LEA National Center for Education Statistics (NCES) Number:** 0633840
County Name: Sacramento	**County/District Code:** 3467439
LEA Address: 5735 47th Ave.	**Total Grant Amount Requested:** $66,963,718
City: Sacramento	**Zip Code:** 95824
Name of Primary Grant Coordinator: DiAnne Brown	**Grant Coordinator Title:** Grants Coordinator
Telephone Number: 916-643-9101	**Fax Number:** 916-399-2058	**E-mail Address:** Dianne-brown@scusd.edu

CERTIFICATION/ASSURANCE SECTION:

X As the duly authorized representative of the applicant, I have read all assurances, certifications, terms, and conditions associated with the federal SIG program; and I agree to comply with all requirements as a condition of funding.

X I certify that all applicable state and federal rules and regulations will be observed and that to the best of my knowledge, the information contained in this application is correct and complete.

Printed Name of Superintendent or Designee: Gerardo Castillo, Chief Business Officer	**Telephone Number:** 916-643-9055
Superintendent or Designee Signature (Blue Ink):	**Date:** September 8, 2016

Section I: Introduction - Schools to Be Served

An LEA must submit the list of schools it commits to serve, their NCES number (available at http://nces.ed.gov/datatools/index.asp), eligible Tier level of each school selected for improvement, and the selected intervention model for each category of identified schools listed. **Schools currently served with Cohort 2 or Cohort 3 SIG funds are not eligible to apply.**

School Name	NCES ID #	Tier I	Tier II	Tier III	Intervention Model (Tier I AND II only)	Planning Year Yes/No
Hiram Johnson High	063384005247	X			CASDIM	Yes
A.M. Elementary	063384005217	X			CASDIM	Yes
H.W. Harkness Elementary	063384005246	X			CASDIM	Yes
Leataata Floyd Elementary	063384005252	X			CASDIM	Yes
John D. Sloat Elementary	063384005256	X			CASDIM	Yes
Parkway Elementary	063384005273	X			CASDIM	Yes
Woodbine Elementary	063384005291	X			CASDIM	Yes
John H. Still K-8	063384005259	X			CASDIM	Yes
Susan B. Anthony Elementary	063384005282	X			CASDIM	Yes
Total Number of Schools Implementing the California State-determined Intervention Model (CA SDIM):				**9**		

Section I: Introduction

Waiver

The waiver listed below would allow any LEA in California that receives SIG funds to use those funds in accordance with the FY 2014 SIG final requirements and the LEA's application for a sub-grant. The waiver period of availability will automatically apply to all LEAs with approved applications.

- Waive the 40 percent poverty eligibility threshold in Section 1114(a)(1) of the ESEA to permit an LEA with an approved application to implement a schoolwide program (SWP) in a Tier I or Tier II school that does not meet the poverty threshold (Note: Tier I or Tier II Title I schools only).

The LEA must indicate for which schools it will implement the SWP waiver in the table below.

The LEA must check each waiver that the LEA will implement. If the LEA does not intend to implement the waiver with respect to each applicable school, the LEA must indicate for which schools it will implement the waiver.
☐ Implementing a SWP in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.
List of Schools implementing SWP waiver: **Not applicable**

Section I: Introduction

Executive Summary

A.M. Winn

A.M. Winn is a Waldorf-inspired eK-8 school located in the Lincoln Village area of Rancho Cordova. During the 2012-13 school year Sacramento City Unified School District (SCUSD) underwent a process to "right-size" the district as the result of years of declining enrollment. Winn (then a K-6 school) had been one of the schools under consideration for closure, but instead, through the district's Design Team process, converted to a Waldorf-inspired K-8 school. Each year additional grade levels have adopted the Waldorf method so that by the 2018-19 school year, the school will be entirely Waldorf.

Winn is walking distance from SCUSD's George Washington Carver School of Arts and Science, the only public Waldorf high school in the country. The decision to convert Winn into a Waldorf-inspired school (the district's third) had much to do with the proximity to the high school and its successful program. The three schools (Winn, Carver and Alice Birney eK-8) collaborate extensively and consider themselves to be Waldorf East (Winn and Carver) and Waldorf West (Birney).

During the 2015-16 school year Winn's principal left to work in the district's special education department so the school was overseen by Carver's principal. New principal Nisha Turturici has joined the 413-student school in the 2016-17 school year. "We're a neighborhood school and one of our first goals is to educate families about the Waldorf method. The neighborhood has just over 6,000 residents, with 12.5% living on incomes below the poverty level. Seventy-six percent of students at Winn qualify for the federal Free/Reduced School Lunch Program. The school's majority ethnic population is white (37%) and Hispanic (32%), followed by African American (14%), and Asian (8%). Twenty percent are English Language Learners and 21% of students have been identified with disabilities. Ten different languages, including English, are spoken in Student's homes. The school climate is calm, with a suspension rate of 6.5%, under the district's K-8 rate of 7.8%. Winn's absence rate (94.5%) is lower than the district K-8 average (95.6%) but its chronic absence rate of 15% is higher than the district's 10.3% rate.

All staff at Winn are Waldorf-trained, and the 17 teachers on staff have been teaching an average of 15 years or more.

One of Principal Turturici's first priorities is to build parent involvement, specifically through the school's Community Guild (PTO). "We have two strong parents who will help increase membership," she said. At the other Waldorf schools the Guild provides funding for many of the schools enrichment activities. The school partners with the Lincoln Village Neighborhood Association and holds annual community pancake breakfast and field day events. California State University Sacramento is an Artsbridge Fine Arts partner.

Winn has an early kindergarten program, ASES-funded afterschool program, a Student Support Center, and school garden.

John D. Sloat

When Sacramento City Unified School District (SCUSD) closed seven schools in 2013 due to declining enrollment, it created a ripple effect on John Sloat Elementary. Many of the closed schools were in the Meadowview neighborhood of south Sacramento where Sloat is located. A junior high in the neighborhood was converted to a K-8 school in 2014 to absorb some of the students. John Sloat's principal was moved to the K-8 and took a majority of his staff with him. "The last few years have been a struggle," admits Principal Angela Novotny. Today the 257-student school has a stable teaching staff of eight certificated and two special education teachers. The student population still fluctuates, however, because when students enter 7th at the local K-8 school, younger siblings often follow because of transportation issues, it's easier for families to have all their children attending the same school.

John Sloat students come from a high-needs neighborhood. Over 77% of students qualify for the Free/Reduced Lunch Program, and over 27% of the 22,609 residents of Meadowview live below the poverty level; more than double the countywide average. The unemployment rate for adults averages 12.2%, compared with the Sacramento region's 6.7% (2015). Children and families living in Meadowview experience gang activity, street crime, violent crime, poverty, poor health, unemployment, homelessness, incarceration, and immigration issues. Levels of trauma are high and children often act out in school as a result. John Sloat's suspension rate is 10% – more than three times the district's elementary rate.

The school's majority ethnic populations are Hispanic (54%), African American (21%), and Asian (13%). Twenty-four percent of students are English Language learners and 22% are students with disabilities. Sloat's chronic absence rate is 12.8%, just above the district's elementary school average of 10.9%, while the attendance rate of 94.9% is just below the district rate of 95.1%.

Social and emotional learning (SEL) is helping to improve the school climate, according to Principal Novotny. Last year staff focused on Restorative Practices with assistance from the district's Equity Office staff. "Parent involvement is challenging," Novotny admits. To increase their involvement, she holds School Site Council and English Learner Advisory Committee meetings during the morning hours after student drop-off. The school also holds Read and Feed family events throughout the school year.

Sloat was a pioneer in the district's Balanced Literacy program. The site has a Ben Carson Reading Room, Parent Resource Center, preschool and afterschool programs.

John Still

John Still is a K-8 school located in the Meadowview neighborhood of South Sacramento. Two buildings share the campus. A new K-6 school sits across a large parking lot from an older 1960's-era former junior high arts magnet school site. The two schools serve 1,008 students. John Still was a receiving school in the 2014 school year after the district closed a nearby elementary school due to declining enrollment the previous year. The first year with new students was tumultuous. Over the last three years, 14 teachers out of a staff of approximately 40 have left. Principal Reggie Brown, who had headed the school for three years, sees this as an advantage. "I've been able to hire some really great staff," he said. Two Assistant Principals are also on board.

Reflecting the surrounding neighborhood, the school is mix of ethnicities – 22% African American, 35% Asian, and 28% Hispanic – along with a smaller percent of white students. Nearly 30% are English Language Learners and 10% students with disabilities.

John Still students come from a high-needs neighborhood. Over 75% of students qualify for the Free/Reduced Lunch Program, and over 27% of the 22,609 residents of Meadowview live below the poverty level; more than double the countywide average. The unemployment rate for adults averages 12.2%, compared with the Sacramento region's 6.7% (2015). Children and families living in Meadowview experience gang activity, street crime, violent crime, poverty, poor health, unemployment, homelessness, incarceration, and immigration issues. Levels of trauma are high and children often act out in school as a result. John Still's suspension rate is 15.7% – more than double the district's K-8 rate of 7.8%. Chronic absence rates are also high – 15.3% compared with the district's K-8 rate of 10.3%, while the attendance rate of 94.5% is just under the district's K-8 attendance average of 95.6%.

Principal Brown is quick to point out the school's positive attributes. "Over the last three years we've had increased parent involvement. We have a strong community collaborative that supports our students and families with everything from food and clothing to school supplies. A Student Support Center on-site offers mental health referrals and resources for students and families. We make a deliberate attempt to bring parents on campus through programs such as Hmong literacy, Parent University, and Zumba classes."

Leataata Floyd

Leataata Floyd Elementary School is tucked in a neighborhood south of Sacramento's Broadway Street, close to Interstate 5. Directly in front of the school is the Marina Vista/Alder Grove (MVAG) neighborhood. This .5 square mile neighborhood includes 751 severely distressed public housing units, is home to over 1,800 residents including over 600 school age children. Most MVAG residents are African American (53%); however, Hispanics (19%) and Asians (15%; predominantly Hmong) also make up a significant percentage of the population. The housing complexes in this neighborhood are old and in disrepair. Alder Grove was constructed in 1942 and 1953, and Marina Vista was constructed in 1953, long before the implementation of today's rigorous building standards. Behind Leataata Floyd, a new upscale housing development, the Mill at Broadway, is under construction.

Nearly all of Floyd's 389 students lived in MVAG. The majority are poor – 92% qualify for the Free/Reduced Lunch Program. They are predominantly African American (54%) and Hispanic (22%) and two or more races (10%). Ten percent of students are English Language Learners. Students with disabilities represent 18% of the population. In 2010 Floyd was named one of the Superintendent's "Priority Schools" and has received additional funding and district supports. The school saw academic gains but, according to Principal Eric Chapman (entering his third year at Floyd), but it's been slow.

Students come to school with little structure or boundaries and a great deal of trauma. When the district received a grant to introduce social & emotional learning (SEL) into its schools five years ago, Floyd was one of the first cohort schools to adopt SEL. The work has helped build a positive school climate. The school's suspension rate of 3.9% is just above the district elementary rate of 3.1%. Floyd's attendance rate is 93.2%, compared to the district's elementary average of 95.1%, but the chronic absence rate of 17.2% is significantly higher than the 10.9% district rate.

"We are just now getting to the place where we can really begin to focus on academics, said Chapman. Only 23 students were on grade level at the beginning of the 2015-16 school year and by the end of the year, that number jumped to 90.

Six new teachers will join the staff this year. "Our staff is incredibly dedicated," said Chapman, "but it's a tough place to work because the kids come with extraordinary needs. It's easy to burn out." The school has an Assistant Principal who has been at the site for six years as well a variety of community partners, including Mercy Housing, the Parent Teacher Home Visit Program, Sacramento Food Literacy, and area churches. The school has created a teen community center in an empty classroom for students who have moved on to the local middle and high schools. Students who live in the neighborhood are encouraged to come back to Floyd where they have a safe place to hang out and do homework. The center will be staffed every weekday until approximately 6 p.m.

Parkway

Ninety percent of students attending Parkway Elementary School in South Sacramento live in nearby Phoenix Park, a subdivision built in the mid-2000's. Long known as Franklin Villa, the development had been one of the most notorious in the city, with some of the highest crime rates in Sacramento. Sacramento Housing and Redevelopment Agency officials said that about 40% of the residents were under 14 years old, and 71% of its families were extremely low income. Today Phoenix Park features attractive affordable housing units and is anchored by the Magic Johnson Foundation-supported Phoenix Park Community Empowerment Center. Approximately 50 of Parkway Elementary School's 645 students attend summer Freedom Schools programming and school-year afterschool program. Staff from Phoenix Park Community Center work at Parkway in the school's afterschool program, but capacity is limited to 100 students. "Too many kids are running the streets when school isn't in session," said Parkway Principal Doyal Martin.

Parkway Elementary School is located in the Parkway Estates Community, once one of Sacramento's best neighborhoods. The majority of homeowners are older and white, while Parkway students (who live in Phoenix Park) just across a busy street, are predominately Hispanic (34%), African American (29%), and Asian (20%). Nearly 30% are English Language Learners. Last year .5% of enrolled students were white. "The Parkway Estates Community Association holds its meetings at the school," explained Principal Martin, "and they provide some support for our families – a first day of school welcome and Christmas stockings. Parents of students, however, tend not to get involved with the school. The Parent Teacher Organization on campus was dissolved last year for lack of interest. Principal Martin said that while the parents love their kids, most don't know how to advocate for them. "They just don't have the skills."

During the two years that Martin has been the school's principal, his focus has been on creating a safe place for the students to come to. While Phoenix Park is no longer the crime-ridden, blighted housing development that Franklin Villa was, the occupants are still under-educated and poor. Eighty-five percent of Parkway students qualify for the federal Free/Reduced Lunch Program.

Of Parkway's 23 teachers, seven will be new this year and four of them first-year teachers. The school has a mix of veteran (15+ years) teachers and surplus staff. While some who come to Parkway consider it a "throw-away school," Principal Martin boasts that he has the best two Kindergarten teachers in the district. An Assistant Principal helps with discipline. Last year the school's suspension rate was 9.4%, compared with the 3.1% rate of the district's elementary schools as a whole. The school's chronic absence rate (20.2%) is also higher than the rate for the district's elementary schools (10.9%) and its attendance rate (93%) is lower than the district rate (95.1%). Martin believes that the school needs to provide kids with a reason to come to school as well as more resources for parents.

Susan B. Anthony

Susan B. Anthony Elementary School is tucked in a secluded south Sacramento neighborhood with only one way in and one way out off of Meadowview Road. The neighborhood is home to immigrants from across the world, from places like Tonga, Fiji and Mexico. Many others are Hmong or white or black. The school, a Hmong immersion program and the first of its kind in California, serves 326 students mostly from the neighborhood. Sixty-six percent of students are Asian (predominantly Hmong), as well as Hispanic (18%), and African American (8%). The school's English Language Learners (54%) are taught 90% in Hmong in Kindergarten and 10% in English. By 4th grade, the split in instruction is 50-50. Over half of the school's parents are non-English speaking.

Principal Bao Moua, who took over at Anthony midway through the last school year, has been well-received at the school since she, unlike the school's previous principal, speaks Hmong fluently. "Our younger parent population doesn't know how they can best help their children, so my staff and I have spent a great deal of time getting to know them," she explained. "We want to create opportunities for parents to engage in the teaching and learning process. They are already strong advocates for their children."

The school's climate is calm, with a 1.5% suspension rate (compared with the district elementary school average of 3.1%). Its chronic absence rate is also lower than the district average at 6.1%, and the attendance rate (96.3%) is high than the district's elementary rate of 95.1%. Yet, 70% of Anthony students qualify for the federal Free/Reduced School Lunch program.

The neighborhood is a high-poverty one with its share of crime. It's often littered with dumped couches, wires, glass and mattresses on the sidewalks. The Detroit Community Association recently regrouped to address the blight and crime. They meet at the school and plan to host community events there. A church group has already started meeting on the campus and its members have taken to walking the neighborhood in small groups, stopping in front of every home to pray.

The dedicated staff at Anthony struggles with acquiring instructional materials in the Hmong language. They've partnered with a school in Minnesota that also serves a large Hmong population. However, teachers usually create all their materials from scratch. "It's time-consuming, but we believe this is the best way to teach kids, "said Principal Moua. The school focuses on student growth through rigorous courses of study with a focus on literacy, encouragement of parent involvement, and celebration of its rich cultural diversity.

Woodbine

Located adjacent to Woodbine City Park in South Sacramento, Woodbine Elementary School serves 325 students. The diversity of Woodbine's community makes it a culturally rich learning environment for all students. Forty-six percent of students are Hispanic, 21% Asian, 17% African American, and 6% white. The school serves a large percent of disadvantaged students – 79% qualify for the federal Free/Reduced School Lunch Program. And nearly a quarter of the student population is English Language Learners.

Principal Soledad Gutierrez joined the school mid-year in the 2015-16 school year. "The school has a fairly stable staff with a strong primary team," she said. "We've been making strides in gaining parent support by holding workshops such as Parents As Partners, coffee chats, and Zumba. Two school site Parent Advisors support families with attendance, uniforms and referrals to community services. Very few parents volunteer in the classroom or participate in school field trips, mostly because of the costs associated with district-required fingerprinting and background checks. Woodbine's attendance arte of 94.9% is just under the district's elementary rate of 95.1%, while the chronic absence rate of 12% is above the district's 10.9% rate.

Crime is 59% higher in the Woodbine neighborhood than it is in Sacramento and the medium household income is 45% lower. Residents suffer from unusually high unmet mental health which leads to trauma experienced by their children. This is revealed on the school campus as students act out. The school's suspension rate is 6.4%, double the district's elementary school suspension rate. "When parents are dealing with mental health issues, their first priority isn't always making sure their kids get to school, "said Principal Gutierrez.

Teachers participate in the Parent Teacher Home Visit program. ELAC and School Site Council meetings are held monthly on the school campus. Students participate in the ASES-funded afterschool program overseen by the Sacramento Chinese Community Service Center, where they receive tutoring and homework help, and enrichment and health/fitness activities.

The school has strong partnerships with the Meadowview Resource Center, the City of Sacramento and its police officers, and the Black Parallel School Board.

Hiram Johnson

Opened in 1958, Hiram W. Johnson High School serves the eastern portion of the City of Sacramento. Located at the corner of 14th Avenue and 65th Street, Hiram Johnson is one of six comprehensive high schools in Sacramento City Unified School District (SCUSD). Hiram Johnson serves a student population of 1,543 students with diverse language and learning needs. In 2015-2016, the Hiram Johnson student population consisted of 44% Hispanic/Latino, 1% American Indian, 29% Asian, 1% Pacific Islander, 1% Filipino, 14% African American, 8% White, and 2% two or more races. Based on the significant number of students living in poverty, 100% of Hiram Johnson students are eligible to receive free breakfast and lunch on campus. Nearly 30% of the school's student population is classified as English Language Learners, with over 16 languages spoken other than English. The school serves 226 students, ages 14-21, with Individual Education Plans who are part of the Special Education Program. Programs include Resource Specialist Program, Special Day Class, Intellectually Challenged, Emotionally Disturbed, and the Transitions Lifeskills Program for intellectually challenged students who have earned their high school certificate.

A significant portion of the Hiram Johnson student body is challenged by the poverty and high crime that permeates much of the South Sacramento community in which the school is situated. Gang violence has been entrenched in the area for over thirty years, and shootings occur on a far too regular basis. Last year, Hiram Johnson lost two recent graduates in unrelated drive-by shootings.   There is also a great deal of housing instability within the community which results in higher rates of homelessness. Two large homeless shelters are located within the enrollment area, as well as numerous motels that serve homeless families. Also, data from Sacramento County Child Protective Services, indicates that the Hiram Johnson community has among the highest rates of suspected child abuse and neglect emergency response reports in the county.   Based on student responses in 2014 as compared to 2013 to the California Healthy Kids Survey, students are increasingly depressed and have seriously considered attempting suicide.

There is no time left to lose for the students of Hiram Johnson, many of whom have been exposed to multiple traumatic events and losses in their families and neighborhoods. The school's 74 teachers, four administrators, and 37 classified staff recognize the tremendous barriers that impede many students' lives and their readiness to actively engage in learning. Hiram Johnson offers a Student Support Center to meet the mental health and basic needs of students and their families, a full-time School Nurse, five academic Counselors, a half-time Family Advocate to work with students with attendance concerns, a School Psychologist to support Special Education students, a half-time Parent Advisor, and an excellent after school program. While many campus supports are in place, demand for service far exceeds staff capacity. Through this School Improvement Project, Hiram Johnson proposes to expand multiple social/emotional and academic supports for students by increasing program capacity and staff/student/family and community collaboration.

Section II: Descriptive Information

Element A: Needs Assessment (Required)—For each school that the LEA commits to serve, the LEA must analyze the needs of each school, based on a needs analysis that among other things, analyzes the needs identified by families and the community, and selects the intervention model.

When the list of Tier 1 schools was released, Sacramento City Unified School District's (SCUSD) Cabinet met to discuss the SIG opportunity. Having successfully supported a Cohort 3 SIG grantee (Oakridge Elementary), staff understood the commitment needed to fulfill the grant requirements. Nine SCUSD Tier 1 schools were eligible to apply. District Strategy and Innovation Office (SIO) staff, along with Area Assistant Superintendents and site administration, then examined a wide range of data for each school site, including state and local assessment results, attendance and chronic absence rates, suspension rates, results from school social emotional surveys, English Language Learner reclassification rates, Special Education data, and graduation and dropout rates by grade level and subgroup, as applicable.

During the 2015-16 school year, school site staff, students, families, and communities completed surveys, participated in meetings and voiced opinions about the goals, actions and priorities outlined in the district's Local Control Accountability Plan and Strategic Plan 2016-2021. Over 100 stakeholder engagement opportunities were offered. The information gathered over the year helped inform the overall mission and vision of the District and has provided valuable input for the selection of the school reform model for the District's lowest-performing schools.

After analyzing school site data and stakeholder engagement results, and discussing the reform models, district leadership suggested that all schools apply under the California State-Determined Intervention Model (CA SDIM) because it offered the most flexibility for each school site. In addition, the District would have greater capacity to support the SIG schools, if they were using the same reform model. Site administration then discussed this model with site leaders prior to schools agreeing to be part of the grant application.

School administration met with site leadership staff and community partners (as available) in early August to present the grant opportunity, discuss the proposed reform model and the grant requirements. Since SCUSD schools do not start the school year until September 1, and most school site staffs do not return until the end of August, consulting staff, families, and the greater school community about the proposed reform model was not possible for most of the schools named in this application. However, all school principals were able to discuss the grant with site leadership teams and some community members. Each school's 2016-17 Single Plan for Student Achievement (SPSA) also helped to inform the needs analysis and planning.

After review of the data, the intervention models were discussed, including the pros and cons of each model. The Superintendent decided, after discussions with school site administration, not to close the Tier 1 schools or convert them into charters since the district had already closed seven schools in 2013 and four schools in 2008 because of declining enrollment. The Turnaround and Transformation models were not selected because both models require increased learning time. In the upcoming school year all district schools are starting new school schedules with SCTA-negotiated collaboration time. The District would have to go back to the bargaining table to negotiate increased time, and it is unlikely that SCTA would negotiate for this. The evidenced-based whole school reform model was not selected because it requires that an LEA implement an evidence-based whole-school reform model in partnership with a model developer. District and site-level administration were unable to fully vet federally-approved models given the grant application's quick turnaround time. Finally, SCUSD Tier 1 elementary schools do not have the capacity to offer full-day kindergarten or the desire to replace the principal at this time, two of the requirements of the Early Learning Model.

SCUSD chose the State-Determined Intervention Model (CA SDIM) because it provides a framework for linking student growth and performance outcomes to impactful decisions that drive continuous improvement for all students, including but not limited to, Socio-Economically Disadvantaged students, English Language Learners, and Students with Disabilities. This model aligns most closely to the District's Local Control Accountability Plan and 2016-2021 Strategic Plan goals.

Each of the nine principals named in this SIG application has been placed at his/her respective school site during the past two-six years, in part because of his/her strong leadership abilities. Despite this, the percent of students at these Tier 1 sites meeting or exceeding standards in ELA and Math on the 2015-16 CAASPP was, on average, 21% lower than the District average for SCUSD schools. Other significant findings from 2015-16 that schools will address through the CA SDIM include:

School	Findings
Anthony	Low English Language Learner re-designation rate (9.6%)
Floyd	Low attendance rate (93.2%), high chronic absence rate (17.2%)
Harkness	Low English Language Learner re-designation rate (6.2%)
Parkway	High suspension rate (9.4%) and chronic absence rate (20.2%)
Sloat	High suspension rate (10%), low English Language Learner re-designation rate (6.8%)
Woodbine	High suspension rate (16%) for African American students and low English Language Learner re-designation rate (12.8%)
Still	High suspension rate (15.7%) and high chronic absence rate (15.3%)
Winn	High chronic absence rate (15%) and low English Language Learner re-designation rate (8.1%)
Johnson	High chronic absence rate (25.8%), high suspension rate for African American students (25.1%), low graduation rate 73.5%

Element B: Meaningful Engagement with Families and the Community (Required)—The LEA must describe how it will meaningfully engage families and the community in the implementation of the selected intervention model on an ongoing basis.

SCUSD will engage families and the community in the implementation of the CA SDIM model through activities led by the Strategy and Innovation (SIO) and Family and Community Empowerment (F.A.C.E.) offices and the individual school sites. Once the grant has been awarded, school sites will notify their leadership teams and SSC members and begin planning communication and engagement activities for the planning year. These may include information shared at PTO/PTSA, School Site Council (SSC), and English Learner Advisory Committee (ELAC) meetings about the CA SDIM and the proposed implementation plans.

During the various activities, stakeholders will provide input for the site Needs Assessment through surveys and focus groups coordinated by the site principal and Area Assistant Superintendent, along with the District's Turnaround Director and Strategy and Innovation Office. Open dialogue and engagement with stakeholders will continue through the planning and pre-implementation stage and throughout the implementation of the intervention model. School sites will use events such as family nights, math nights, literacy events and student performances to build capacity and knowledge about the implementation and results, to date, of the school's CA SDIM so that stakeholders will be able to provide authentic feedback. Staff will encourage parents to participate in decision-making roles about CA SDIM activities over the grant period.

At the beginning of each new school year, school sites will report on the status of SIG activities completed during the prior school year and summer, on the activities proposed in the year ahead, and on student ELA and Math scores. This report will be compiled by the Principal, with assistance from the District Turnaround Director and SIO staff. The report will be posted on the school and district websites and shared at Back-to-School nights and other school site events. Additionally, progress on SIG activities will be discussed during weekly Thursday staff Collaborative Time and at each SSC meeting.

To support school sites with their parent engagement, the District has made family and community involvement a top priority. Family and Community Empowerment is one of four focus areas in the District's Strategic Plan, under the direction of Area Associate Superintendent Tu Moua. This cabinet level position oversees district efforts to engage families and communities to make schools the hub of their community.

SCUSD has been recognized as a local leader in stakeholder engagement. During the creation of the 2016-17 Local Control Accountability Plan (LCAP), for example, the District provided all stakeholders, including parents/caregivers of

unduplicated pupils, teachers, students and foster youth advocates, multiple opportunities to provide advice and consult on the development of the plan. Over 115 activities were undertaken: surveys, focus groups, community conversations, workshops, advisory committee meetings (to name a few). Stakeholder engagement was led by the Strategy and Innovation Office, in partnership with SCUSD's Family and Community Empowerment Office (F.A.C.E.). The F.A.C.E. Department has been noted by the California Department of Education as progressive and innovative in its parent empowerment initiatives.

F.A.C.E. provides training, information and technical assistance to all SCUSD schools in their creation of effective school-family partnerships. F.A.C.E. supports families and schools in building capacity for achievement-focused family engagement through the following programs:

- District-wide parent engagement awareness campaigns
- Parent leadership development programs and conferences
- Workshops for parents on numerous topics including the Parent Leadership Pathways series
- A District Parent Resource Center and assistance in the development of school-site Parent Resource Centers
- Professional development workshops for school administrators and staff
- Volunteer procedures and trainings
- Parent Information Exchange (PIE) and partner networking and development opportunities

F.A.C.E. focuses on family "empowerment" rather than "engagement," giving families the tools they need to be equal partners to provide an informed voice to represent themselves, their student(s), the school, and their community. F.A.C.E. brings families, schools, and community resources together as partners for the common good.

Each school named in this SIG application has offered the Parent Leadership Pathway (PLP) Training Series – Engagement Linked to Learning – on its campus. PLP is a 30-session series open to all parents that provides them with the tools to become active partners in their child's education, through research-based curriculum. F.A.C.E. also provides training and support to their School Site Councils (SSC).

Element C: Demonstration of Capacity

SCUSD supported its only Tier 1 school, Oakridge Elementary, through the school's successful implementation of the SIG from 2012-2016. Over the grant period Oakridge, which was named as one the lowest 5 percent Title 1 schools, experienced academic and social emotional gains to the extent that it is no longer a Tier 1, 2, or 3 school. Oakridge chose the Turnaround model, which is very similar to the California State-Determined Intervention Model (CA SDIM) selected by the nine schools applying to participate in Cohort 4. The District's School Board and Cabinet are highly supportive of improving these nine schools and recognize that all SIG resources and support will be directed to them. Each of the required elements in the CA SDIM is being, or will be, supported by the District, as follows:

A. School Leadership – The majority of the nine principals named in this SIG application has been placed at his/her respective school site during the past two to three years. Research indicates that it takes three to five years of sustained leadership to make significant gains on a school site. In June 2016, they participated in Deloitte University's two-day Courageous Principals Program training. The principals described the program as energizing, inspirational, relevant, and enlightening. All SCUSD principals currently participate in three-hour professional learning opportunities twice a month at the District office, facilitated by the Deputy Superintendent and Area Assistant Superintendents. With input from the Area Assistant Superintendents, Academic Office, and SCUSD Turnaround Director, additional customized and ongoing, outcome-driven professional development opportunities will be offered for SIG principals to strengthen leadership practice and build leadership capacity, if indicated, based on the Planning Year needs assessment.

B. Teaching & Learning –Based on the results of the needs assessment, the District's Curriculum and Instruction office will provide targeted professional learning opportunities designed to raise student achievement. Sessions will focus on all three aspects of the instructional core, which include raising the level of content that students are taught; increasing the teachers' skill and knowledge that they bring to teaching of that content; and increasing the level of students' active learning (engagement) of the content. The Sacramento County Office of Education (SCOE) will also provide professional development and coaching, as needed, in ELA and math in order to facilitate high quality teaching and learning.

C. Student Non-Academic Support –SCUSD's Equity Office and Student Support & Health Services (SSHS) department both coordinate appropriate social emotional, health and community-oriented services and supports for students. The Equity Office provides training and professional learning on social & emotional learning; restorative practices; positive behavior intervention systems, and equity in order to support the schools in adhering to the District's Board Policy and Administrative Regulations on discipline. These supports are collectively known as districtwide as "SPARK" (Social-Emotional Learning; Positive Relationships; Analysis of Data; Restorative Practices; and Kindness). SPARK helps to create school communities where all students feel a sense of belonging. The Equity Office will offer SPARK coaching and professional learning for school site staff, as needed.

SSHS supports school site-based Student Support Centers; the District's Connect Center (a centralized Student Support Center that serves as a "gateway" to critical support services for students and families in the District); health services; homeless student services; and bullying prevention and positive school climate assistance. The SSHS department will hire and provide oversight and professional development for Student Support Center Coordinators, Social Workers and Nurses based at SIG schools.

D. Family and Community Engagement – The District's Family and Community Empowerment office (F.A.C.E.) will assist SIG schools with their family and community engagement strategies required by the CA SDIM. F.A.C.E. provides training, information and technical assistance to all SCUSD schools in the creation of effective school-family partnerships. F.A.C.E. supports families and schools in building capacity for achievement-focused family engagement through a wide range of programs.

F.A.C.E. will also provide training and support to SIG School Site Councils (SSC).

E. Support and Oversight - Under a new governance structure, SIG-funded schools will report directly to a newly-hired Turnaround Director (during grant years 2-4) who will support the schools in implementing the CA SDIM. The Turnaround Director will be part of the District's Schools Office, reporting directly to Deputy Superintendent Lisa Allen. Each SIG school will also receive ongoing, intensive technical assistance and related support from the Sacramento County Office of Education (SCOE).

The Turnaround Director, Area Assistant Superintendents, and SCOE will assist schools in developing a cycle of inquiry that will lead toward all students becoming proficient in math and ELA. During site Collaborative Time, site leaders and staff will review data, identify areas of student need, identify research-based practices and then implement them with fidelity. Staff will be provided with opportunities for training and support. Student data will be monitored and instructional practices will be adjusted as needed to ensure that students are making progress. Throughout the practice, staff will identify areas of concern and address them immediately through re-teaching and/or interventions. Data and outcomes will be reviewed before the next cycle of inquiry begins. All SIG principals have committed a willingness to "do what it takes" to increase student proficiency in ELA and Math, and will work closely with District staff and SCOE to implement the CA SIDM with fidelity to achieve those goals.

Challenges: Oak Ridge's SIG grant implementation has prepared SCUSD for challenges and barriers that might arise with the SIG Cohort 4 schools. For example, the students at Oak Ridge Elementary had large gaps in their foundational reading skills. In addition, many had never read a novel and students lacked a motivation for reading and writing. To address this challenge, the school purchased the SIPPS (Systematic Instruction in Phonemic Awareness and Phonics) program and worked with a consultant to be trained in implementing the program with fidelity. Students were grouped by level to receive phonics instruction during a targeted reading block. The staff worked together to build classroom libraries, a school library and a bookroom with novel sets that contained books of various reading levels that were culturally relevant to our students. Read-alouds became a part of daily instruction and intermediate classes began novel studies. Staff were trained and continue to be trained in the implementation

and craft of readers' and writers' workshop. All these components led to students who are authentically engaged as readers and writers.

Element D: Recruitment, Screening, and Selection of External Service Providers (Restart Only) (Required)—The LEA must describe the rigorous review process, as described in the SIG final requirements, it has conducted, or will conduct, of the CSO, CMO, or EMO that is has selected or will select to operate or manage the school(s).

Not Applicable

Element E: Recruitment, Screening, and Selection of External Service Providers (All Other Models) (If applicable)—The LEA must describe the actions it has taken, or will take, to recruit, screen, and select, external service providers to ensure their quality, and regularly review and hold accountable such providers for their performance.

SCUSD has selected the Sacramento County Office of Education (SCOE) as its SIG external service provider. SCOE provides leadership in: curriculum development; professional learning; reading and math improvement; drug, alcohol, and pregnancy prevention; character education; new administrator and new teacher support; program improvement for low performing schools and districts; assistance with creating safe school environments; and a myriad of other program areas. In addition, under AB 1200, the County Superintendent has fiscal oversight of Sacramento County's public school districts. Budget assistance, approval and ongoing fiscal monitoring by SCOE staff ensure that local school districts conform to state fiscal guidelines and budgeting criteria. Through technical assistance and regular monitoring of school district fiscal transactions, SCOE helps districts maintain fiscal integrity and meet state requirements.

SCUSD and SCOE have a long and successful history of collaborating. SCOE provides formal training on the District's LCAP development, sharing best practices from other counties, and informal consultation as needed. Currently, the District has Memorandums of Understanding (MOUs) with SCOE to provide guidance with implementing the District's Student Mental Health Wellness Education and Training Bullying Prevention Program; Community School Program; and Adult Education Block grant. Additionally SCOE is assisting several SCUSD school sites with professional development to reinforce core knowledge and focus on significant components related to content and/or instruction that support the development of students' proficiency.

Following the SIG planning year needs assessment, the Deputy Superintendent, Turnaround Director, Area Assistant Superintendents, and Chief of Strategy and Innovation will meet with SCOE representatives to develop a jointly agreed upon Scope of Work and outline an MOU for services provided during the grant period. The Scope of services will align with the strategies set forth by each of the schools leading to increased student achievement. SCOE may also assist the District with monitoring implementation of the SIG.

The group will meet quarterly over the grant period to review the Scope of Work and discuss and evaluate results and next steps.

Element F: Alignment of Resources (Required)—The LEA must describe the actions it has taken, or will take, to align other resources (for example, Title I funding) with the selected intervention model.

      Working closely with the District's LCAP/SPSA Coordinator and State and Federal Programs Director, all SCUSD schools outline the specific activities they are doing to close the achievement gap and improve student performance in their yearly Single Plan for Student Achievement (SPSA). Most of the practices for Tier 1-3 schools are funded by Title 1, Part A and Local Control Funding Formula (LCFF) funds. Two school sites named in this grant application – Hiram Johnson and Leataata Floyd – also receive Title 1 – Assistance to Schools (Priority School) funding. These funds, in part, support 12-month salaries for principals and assistant principals (other SCUSD site leaders are 11-month employees), as well as additional support for staff and programs as needed at each site, and are outlined in their SPSAs.

      Each SCUSD school is assigned a district Fund Specialist. Fund Specialists assist in ensuring compliance with local, state, and/or federal reporting requirements, guidelines, rules, and regulations; respond to inquiries, and provide detailed accounting and budgeting data, procedures, and policies. Schools applying for SIG grant funds have consulted with district Fund Specialists to align their proposed SIG strategies and expenditures to the resources outlined in their SPSAs to ensure that SIG funds do not supplant, but support, activities.

      SIG funds will be essential in helping each school invest in its high quality support staff and programs to begin the process of deep learning to raise student achievement. During the first year of the grant, the schools will focus on getting the right staff and programs in place and then on making needed adjustments. Subsequent years will focus on building expertise and capacity, and then on sustainability.

      District resources that will support SIG implementation include:

      Focus Area I – School Leadership – principals participated in Deloitte University's two-day Courageous Principals Program training in June 2016. District funds supported registration for the event while school site funds paid for each participant's airfare. Principals will use what they learned in two ways. First, they will use it directly in their day-to-day jobs and by doing so, will lead better. And, second, they will share what they learn with their teachers, creating a ripple of leadership into the community. All principals will continue to participate in three-hour professional learning opportunities twice a month at the District office, facilitated by the Deputy Superintendent and Area Assistant Superintendents. With input from the Area Assistant Superintendents, Academic Office, and SCUSD Turnaround Director, additional customized and ongoing, outcome-driven professional development opportunities will be offered for SIG principals to strengthen leadership practice and build leadership capacity, if indicated, based on the Planning Year needs assessment.

      Focus Area II – Teaching and Learning – Educator Effectiveness grant funds will be used in SIG schools to provide beginning teacher and administrator support and mentoring, professional development, coaching and support services for teachers identified as needing improvement or additional support, professional development for

teachers and administrators aligned to the state standards, and to promote educator quality and effectiveness. Educator Effectiveness-funded activities will align with the supports being proposed by each SIG school site.

Focus Area III – Student Non-Academic Support – Over the past five years SCUSD has received grant funding from the NoVo Foundation through the Collaborative Districts Initiative which supports SCUSD's capacity to promote social and emotional learning for all students. Grant funds and district funds provide for an SEL Director and six coaches who support school sites in social and emotional learning. Additionally, SCUSD has named an Assistant Superintendent of Equity who, along with coaches, provides supports for restorative practices and Positive Behavior Interventions and Supports at the school site level (SPARK). SIG funds will build upon this work at each of the school sites.

Grant funding from Kaiser Permanente and the California Endowment, as well as district funds, supports a Student Support & Health Services director who provides oversight and professional development opportunities for site-level Student Support Center Coordinators, School Social Workers and School Nurses. The District's Bullying Prevention Specialist (also grant funded) provides administrator, teacher and student trainings on bullying prevention. School sites without a dedicated Student Support Center on site can utilize the services of the District's grant-funded Connect Center for health insurance enrollment and resource referral.

Six schools (Winn, Still, Sloat, Floyd, Woodbine, and Johnson) were awarded 21st Century Community Learning Center/After School Safety and Enrichment for Teens grants for the current school year. Programs provide before and after school activities. Seven schools (Winn, Harkness, Sloat, Still, Floyd, Anthony, and Woodbine) have received After School Education and Safety grants. Proposed SIG activities at school sites will supplement these grant programs.

Focus Area IV – Family and Community Engagement – Funded through Title 1 and LCFF, the District Parent Resource Center is fully staffed with four Family Partnership Facilitators, who are all bilingual. Tier 1 schools also receive access to the Parent Leadership Pathway instruction and other supports offered through the Family and Community Empowerment office. Activities outlined in the SIG school site implementation charts will expand what the District currently offers for families.

Seven of nine SIG schools (Johnson, Sloat, Floyd, Parkway, Woodbine, Harkness and Winn) will be participating in the Parent Teacher Home Visit Project during the upcoming school year. Teachers are trained and compensated, using site Title 1 funds, for home visits made outside the school day. Additionally, four sites (Sloat, Still, Floyd, and Woodbine) were awarded 21st Century Community Learning Center Family Literacy grants for the current school year.

Focus Area V – Support and Oversight – District staff involved in oversight of the SIG (Deputy Superintendent Lisa Allen and Chief of Strategy and Innovation Dr. Al Rogers) will provide their time as in-kind support. Fund Specialists assigned to each school site will provide fiscal oversight of their school's budget. SIG will fund the District-level Turnaround Director and a data analyst from the Strategy and Innovation office to perform assessment and data-related tasks.

Element G: Modify LEA Practices/Policies (Required)—The LEA must describe the actions it has taken, or will take, to modify its practices or policies to enable it to fully and effectively implement the selected intervention.

To ensure that the nine schools named in the District's SIG application are successful, SCUSD will modify its governance structure to fully and effectively implement the California State-Determined Intervention Model (CA SDIM).

Currently SCUSD principals report to Area Assistant Superintendents. Specifically, the principals from Harkness, Parkway, Woodbine, Still and Johnson report to Area Assistant Superintendent Chad Sweitzer. Sloat's and Anthony's principal report to Area Assistant Superintendent Tu Moua, while the principals at Floyd and Winn report to Mary Hardin-Young and Olga Simms, respectively. These Area Assistant Superintendents are responsible for supervising, training, and evaluating the performance of principals based on campus performance, academic growth, identified school targets, operations management, and family and community engagement. They, in turn, report to Deputy Superintendent Lisa Allen.

Under a new governance structure, SIG-funded schools will report directly to a newly-hired Turnaround Director (during grant years 2-4) who will support the schools in implementing the CA SDIM. The Turnaround Director will be part of the District's Schools Office, reporting to Lisa Allen, Deputy Superintendent. The Turnaround Director will collaborate closely with SCUSD's Strategy and Innovation Office to assist the SIG schools over the 5-year funding period. The Strategy and Innovation Office (SIO) is led by Chief Strategy Officer Dr. Al Rogers. The Office also includes an Assessment Coordinator, Student Outcomes Coordinator, Program Evaluation Coordinator, and LCAP/Strategic Plan Coordinator, among other staff. Each SIG school will also receive ongoing, intensive technical assistance and related support from an external Lead Partner organization, Sacramento County Office of Education.

The SIO team will perform data collection and analysis and will collaborate in aligning SIG implementation plans with the district's 2016-2020 Strategic Plan and Local Control Accountability Plan (LCAP). With a focus on innovation, efficiency, and implementation of effective practices, the SIO team will aid SIG site leaders in providing the highest quality educational programs and services designed to increase proficiency in ELA and Math.

During the grant's planning year, the Turnaround Director will work closely with the Area Assistant Superintendents to learn about each of the campuses and, with assistance from SIO staff, lead them through a thorough needs assessment. The results of the needs assessment will support the SIG schools in completing and modifying the actions proposed in each site's year one implementation plan.

During the grant's implementation years one through three (2017-18, 2018-19, and 2019-20), the SIG school principals will report directly to the Turnaround Leader. At the same time, Area Assistant Principals will continue to support the SIG schools, working closely with the Turnaround Director. During the sustainability year (2020-21) SIG principals will once again report directly to the Area Assistant Superintendents, while the Turnaround Director will provide Technical Assistance, as needed. Over-ratio

staffing will be made available to SIG school leaders during the grant period in order for them to hire additional staff

To support increased staff collaboration at the SIG schools and all district schools, additional collaborative time will be offered starting in the 2016-17 school year. Schools have adjusted bell schedules and are releasing students about 48 minutes earlier on Thursdays to accommodate this collaborative time. Students will stay in school about 12 minutes longer all other days. With support from the Turnaround Director and SCOE, staff at SIG schools will use some of their collaborative time to develop a cycle of inquiry that will lead toward all students becoming proficient in math and ELA. Research has shown that by providing dedicated time, teachers can strengthen their practice and improve student academic performance. These weekly planning sessions are vital to helping schools maximize their full potential to teach and support students. Teachers will be better supported, too, and students will benefit from this collective approach to learning.

Element H: Effective Oversight and Support for Implementation (Required)—For each school that the LEA commits to serve, the LEA must describe how it will provide and maintain effective oversight and support for implementation of the selected intervention model.

Oversight of Sacramento City Unified School District's (SCUSD) SIG grant will be provided by the District's Deputy Superintendent and Chief of Strategy and Innovation.

In her role, Deputy Superintendent Lisa Allen is responsible for providing leadership in the development and implementation of reform and innovative school and District improvement initiatives that are aligned to the District's Strategic Plan. She oversees the District's five Area Assistant Superintendents and will supervise the new SIG-funded Turnaround Director. Along with the Area Assistant Superintendents, she helps to support principals in developing site-based professional learning plans that are aligned with the Single Plan for Student Achievement site plans.

During the SIG planning year a Turnaround Director will be hired. He/she will shadow the Area Assistant Superintendents as they oversee the SIG school sites, getting to know the principals, staff, students and school communities. During the second through fourth years of the grant, SIG principals will report to the Turnaround Director. In the grant's sustainability year (2020-21) the principals will again report directly to their Area Assistant Superintendents.

Currently Assistant Superintendent Chad Sweitzer oversees Harkness, Parkway, Woodbine, Still and Johnson schools; Tu Moua oversees Sloat and Anthony schools; Mary Hardin-Young oversees Floyd, and Olga Simms oversees Winn. The Area Assistant Superintendents will continue to work closely with site principals during the SIG grant period, and will meet with the Turnaround Director on a regular basis.

Under the direction of Dr. Al Rogers, Chief of Strategy and Innovation, SCUSD will establish a "SIG Monitoring Team" consisting of key members, including site Principals, Area Assistant Superintendents, Turnaround Director, Data Analysts, Budget Personnel, and Technology Specialists. In the planning year, the Monitoring Team will work closely with school sites to analyze data from a variety of metrics. These data will be used to establish clear, measurable, and challenging goals unique to each site on multiple measures. During the implementation years, this team will be responsible for ongoing, active monitoring of the SIG implementation and making any needed adjustments.

SCUSD has selected the Sacramento County Office of Education (SCOE) as its Lead External Partner for the grant. Based on the outcomes of the needs assessment conducted during the planning year, SCOE will provide technical assistance for each school site as needed during the grant period. Deputy Superintendent Allen and the Turnaround Director will regularly review and hold accountable SCOE for their performance and deliverables.

The District's Academic Office, under the leadership of Chief Academic Officer Dr. Iris Taylor, Director of Curriculum and Instruction Matt Turkie, and their team, the SIG schools will implement a consistent process for periodically measuring student progress toward achieving student academic achievement standards through a

balanced assessment framework, which includes benchmark and interim assessments. The benchmark/interim assessments assess ELA and mathematics standards of a particular grade given at strategic points throughout the year. The benchmark/interim assessment data coupled with other student performance evidence, inform teachers and staff about the student learning progress. Through data inquiry at the schools using a collaborative inquiry process, the teachers and staff will plan what instructional adaptations need to be taken to promote further learning.

As is district practice, all SCUSD department directors will work closely with the Turnaround Director to ensure that SIG school sites are fully supported. For example, Michael Smith, Director of Budget Services, and his team of Fund Specialists will provide fiscal oversight for SIG funds at the school sites. Assistant Superintendent of Equity, Doug Huscher, and Director of Social and Emotional Learning, Mai Xi Lee, will offer support and trainings on social emotional learning, restorative practices, and Positive Behavior Intervention Systems (SPARK). The majority of SIG schools have already begun this work.

Student Support and Health Services Director Victoria Flores will help hire, train, and oversee all Student Support Center Coordinators, Social Workers and Nurses identified by SIG schools. Youth Development and Engagement Services Director Stacey Bell will assist the school sites in identifying expanded learning opportunities and partners. Family and Community Empowerment Manager Sean Alexander will help school site leadership teams create family engagement strategies to strengthen school-family partnerships for student learning. The District's Technology Services department will provide professional development in using the most up-to-date technology tools such as interactive white boards, wireless slates, tablets, and other hand-held technology.

Element I: Sustaining the Reforms (Required)—The LEA must describe how it will sustain the reforms after the funding period ends.

As Oakridge Elementary School ended its final year of SIG funding in 2015-16, Principal Danny Rolleri suggested to Tier 1 school principals deciding to apply for Cohort 4 funding that they plan for sustainability from the beginning. "When you invest a lot of grant funds in human resources, you need to plan for what happens after those resources are gone," he said. Consequently, the District and Cohort 4 SIG schools will develop a sustainability plan during the grant planning year that will be reviewed and adjusted each year during the grant period. The plans will include: identifying short-term and long-term sustainability strategies; identifying the resources needed to sustain the reforms; identifying strategies to create buy-in among community partners for the aspects of programs that need to be sustained, especially those partners that will provide leveraged resources during the life of the grant or are likely to provide leveraged resources in the future; and sharing success stories with the community in order to increase awareness of how grant funded activities have led to increased student achievement.

The District is committed to providing an infrastructure of support through targeted, ongoing, research-based professional development that builds capacity in both administrators and teachers. The investment in professional development is being made so that the process of continuous improvement and high-quality instruction becomes the norm and can be sustained by the remaining staff once the grant period is over.

Most of the sites named in this grant are proposing to add support staff that can provide targeted academic or social emotional/health assistance that will help students be more prepared to learn. Sustaining these staff members will require commitment from both the school site and the District and a possible reallocation of funding priorities. To that end, the District is currently reviewing a Weighted Student Formula to allocate additional funding to students with the highest needs.

In the upcoming November 2016 election, voters in Sacramento County will have the opportunity to vote on Measure G, a $75 parcel tax for six years, which will expand successful programs that provide early intervention and tutoring services for students at risk of falling behind or dropping out, support academic and arts enrichment, and provide specialized training for teachers, counselors and other school personnel. If passed, the additional funding will help SIG schools retain support staff hired during the grant period.

Prior to the release of the SIG Request for Application, SCUSD introduced its Strategic Plan 2016-21. The plan was developed in conjunction with the district's LCAP and both documents are in close alignment. With input from staff, parents, students and the community, the District considers both the Strategic Plan and LCAP to be blueprints for developing and increasing district and school effectiveness. Many of the actions outlined in the SIG schools Implementation Plans also align closely with these documents. 2016-17 LCAP goals include; increase the percent of students who are on track to graduate college and career- ready; schools will provide students with a clean, healthy, physically and emotionally safe learning environment; and parents, family and

community stakeholders will become more fully engaged as partners in the education of students in SCUSD. Strategic Plan 2016-21 goals and actions speak to college, career, and life ready graduates; safe, emotionally healthy and engaged students; family and community empowerment; and operational excellence.

SCUSD will continue in its effort to secure ongoing funding from federal, state, and foundation sources. A district team -- the SCUSD Grants Coordinator, Executive Community Director, and Community Relations Director – identify and pursue funding and partnership opportunities as appropriate to support district programs and initiatives. They also work closely with the Sacramento Unified Education Foundation (SUEF) a 501(c)3 organization that supports the mission of the Sacramento City Unified School District. Through strategic partnerships and fundraising efforts, SUEF provides resources that support the social, emotional, and cultural development of young people in Sacramento. Special focus is given to extended learning opportunities such as summer and after school enrichment programs and activities, as well as visual and performing arts.

And, working with over 120 community partners, the District and each SIG school will leverage the resources of local and national organizations, businesses, government agencies, universities, interns and volunteers, to work toward sustaining the reforms after the SIG funding period ends.

Element J: LEA Monitoring of School Implementation (Required)—The LEA must describe how it will monitor each school that it commits to serve that receives SIG funding by establishing annual goals for student performance and progress on the State's assessments in reading/ELA and mathematics and measuring progress on the leading indicators as defined in the SIG final requirements.

SCUSD has collaborated with sites and across departments to develop a strong implementation monitoring system that utilizes and builds upon existing structures and systems. SCUSD will establish a "SIG Monitoring Team" consisting of key members including site Principals, Area Assistant Superintendents, a Turnaround Director, Data and Evaluation Analysts, Budget Personnel, and Technology Specialists. In the Planning Year the Monitoring Team will work closely with school sites to analyze data from a variety of metrics. These data will be used to establish clear, measurable, and challenging goals unique to each site on multiple measures. During the implementation years, this team will be responsible for ongoing, active monitoring of the SIG implementation.

Monitoring and measuring of implementation and progress will be led by the Turnaround Director in collaboration with sites and departments as part of the Monitoring Team. This team will meet monthly to collaborate and analyze data on leading indicators as well as formative and state assessments. These data (along with other metrics) will be used to assess, reassess, and adjust practices as necessary and ensure each school's Implementation Plan is being executed with fidelity. Each meeting will be focused on progress monitoring guided directly by the student performance and progress goals established in the planning year. In addition to the collaborative progress and implementation meetings, the Turnaround Director will work closely with the District's Program Evaluation Coordinator to individually monitor schools and initiate more collaboration or interventions as necessary.

SCUSD will utilize a variety of tools and resources to analyze and communicate findings on multiple measures. Data will be communicated through pre-built and custom reports which are included in the District's assessment management system, Illuminate Data™, student information system, Infinite Campus©, and Data Dashboards. In addition, the District's Strategic Outcomes and Program Evaluation Coordinators conduct internal analyses through the use of SAS® (statistical analysis software). These different data collection and analyses processes will enable sites and the Turnaround Director to monitor progress by setting targets and evaluating growth along the way. Through the three different data management systems and internal capacity for individualized statistical analyses, SCUSD actively monitors and reports progress to ensure each school is making progress toward meeting goals.

The Turnaround Director will collaborate with departments and site leaders to develop multiple procedures for reviewing, evaluating, monitoring, and intervening (when necessary). The basis of this monitoring structure will be the Monitoring Team.

The monthly team meeting will allow for collaboration on continued monitoring of multiple static and live data points. If a concern arises around compliance, the Turnaround Director will be responsible for contacting the site(s) about the concern and intervene as necessary. If technical assistance is needed, the Turnaround Director will be available to connect sites with resources including the external provider, and/or ensure sites receive the appropriate internal support from the District as needed.

SCUSD believes in educating the whole child and thus uses a variety of metrics from the District and school sites to evaluate, plan, and implement. Some of the site data include school calendars as well as site specific, curriculum-embedded formative assessment results. SCUSD also administers Benchmark assessments three times a year. The site-specific, benchmark, and CAASPP assessment data is analyzed regularly when it is available. SCUSD also collects ongoing data on attendance, chronic absenteeism, school climate (including SEL surveys, discipline, and suspension data), and student demographics (including SES, SWD, Foster Youth, Homeless Youth, Ethnicity, and ELLs). These data are used for achievement gap analyses and are available to site and district leaders in reports via Illuminate Data™ and Infinite Campus© and through the District's Data Dashboards.

Section III: Annual Student Performance and Progress Goals

SIG Form 1b—Annual Student Performance and Progress Goals: Mathematics (Required)

Identified Need(s):	Increase proficiency in Mathematics on state and local assessments	
Goal(s) Applies to:	School:	H.W. Harkness Elementary
	Schoolwide; Grade Level and/or Pupil Subgroups:	Schoolwide; Subgroups; or Grade Levels identified in the Planning Year
	SIG Expected Annual Measurable Goal(s)	
Planning Year (2016-17)	Use SCUSD grade level, and H.W. Harkness 2015-2016 Mathematics CAASPP scores as indicator of projected growth. Establish baseline scores by school, grade level, and subgroups on 2016-17 Mathematics CAASPP and District Benchmark Assessments. Reduce grade level achievement gap between H.W. Harkness students and grade level SCUSD counterparts.	
Full Implementation Year 1 (2017-18)	Increase percent of students meeting or exceeding standards in Mathematics by at least 2% on 2017-18 CAASPP and District Benchmark Assessments. In order to close existing achievement gaps, this goal applies schoolwide and to grade levels and subgroups identified through achievement gap analysis of baseline scores on 2016-17 Mathematics CAASPP and District Benchmark Assessments. Reduce percent of students not meeting the standards by 3% across all grade levels.	
Full Implementation Year 2 (2018-19)	Increase percent of students meeting or exceeding standards in Mathematics by at least 2% on 2018-19 CAASPP and District Benchmark Assessments. In order to close existing achievement gaps, this goal applies schoolwide and to grade levels and subgroups identified through achievement gap analysis of scores on 2017-18 Mathematics CAASPP and District Benchmark Assessments. Reduce percent of students not meeting the standards by 3% across all grade levels.	
Full Implementation Year 3 (2019-20)	Increase percent of students meeting or exceeding standards in Mathematics by at least 2% on 2019-20 CAASPP and District Benchmark Assessments. In order to close existing achievement gaps, this goal applies schoolwide and to grade levels and subgroups identified through achievement gap analysis of scores on 2018-19 Mathematics CAASPP and District Benchmark Assessments. Reduce	

	percent of students not meeting the standards by 3% across all grade levels.
Full Implementation Year 4 (2020-2021)	Increase percent of students meeting or exceeding standards in Mathematics by at least 2% on 2020-21 CAASPP and District Benchmark Assessments. In order to close existing achievement gaps, this goal applies schoolwide and to grade levels and subgroups identified through achievement gap analysis of scores on 2019-20 Mathematics CAASPP and District Benchmark Assessments. Reduce percent of students not meeting the standards by 3% across all grade levels.

Section III: Annual Student Performance and Progress Goals.

SIG Form 1a—Annual Student Performance and Progress Goals: Reading/English Language Arts (Required)

Identified Need(s):	Increase proficiency in Reading/English Language Arts on state and local assessments	
Goal(s) Applies to:	School:	H.W. Harkness Elementary School
	Schoolwide; Grade Level and/or Pupil Subgroups:	Schoolwide; Subgroups; and/or Grade Levels identified in the Planning Year
SIG Expected Annual Measurable Goal(s)		
Planning Year (2016-17)	Use SCUSD grade level, H.W. Harkness 2015-2016 ELA CAASPP scores as indicator of projected growth. 2015-2016 ELA CAASPP scores indicate EL, SED, and Asian students had the largest achievement gaps compared to their SCUSD counterparts. 2015-2016 Mathematics CAASPP scores indicate African American and SED students had the largest achievement gaps compared to their SCUSD counterparts. Establish baseline scores by school, grade level, and subgroups on 2016-17 ELA CAASPP, District Benchmark Assessments, and iReady Diagnostics. Reduce grade level achievement gap between H.W. Harkness students and grade level SCUSD counterparts.	
Full Implementation Year 1 (2017-18)	Increase percent of students meeting or exceeding standards in Reading/English Language Arts by at least 2% on 2017-18 CAASPP, District Benchmark Assessments, and iReady Diagnostics. In order to close existing achievement gaps, this goal applies schoolwide, grade levels, and subgroups identified through achievement gap analysis of baseline scores on 2016-17 Reading/English Language Arts CAASPP and District Benchmark Assessments. Reduce percent of students not meeting the standards by 3% across all grade levels and identified subgroups.	

Full Implementation Year 2 (2018-19)	Increase percent of students meeting or exceeding standards in ELA by at least 2% on 2018-19 CAASPP, District Benchmark Assessments, and iReady Diagnostics. In order to close existing achievement gaps, this goal applies schoolwide and to grade levels and subgroups identified through achievement gap analysis of 2017-18 ELA CAASPP and District Benchmark Assessment scores. Reduce percent of students not meeting the standards by 3% across all grade levels and identified subgroups.
Full Implementation Year 3 (2019-20)	Increase percent of students meeting or exceeding standards in ELA by at least 2% on 2019-20 CAASPP, District Benchmark Assessments, and iReady Diagnostics. In order to close existing achievement gaps, this goal applies schoolwide and to grade levels and subgroups identified through achievement gap analysis of 2018-19 Reading/English Language Arts CAASPP and District Benchmark Assessment scores. Reduce percent of students not meeting the standards by 3% across all grade levels and identified subgroups.
Full Implementation Year 4 (2020-21)	Increase percent of students meeting or exceeding standards in ELA by at least 2% on 2019-20 CAASPP, District Benchmark Assessments, and iReady Diagnostics. In order to close existing achievement gaps, this goal applies schoolwide and to grade levels and subgroups identified through achievement gap analysis of 2018-19 Reading/English Language Arts CAASPP and District Benchmark Assessment scores. Reduce percent of students not meeting the standards by 3% across all grade levels and identified subgroups.

Section III: Annual Student Performance and Progress Goals

SIG Form 1b—Annual Student Performance and Progress Goals: **Mathematics (Required)**

Identified Need(s):	Increase proficiency in Waldorf instructional strategies leading to increased performance in Mathematics on state and local assessments.	
Goal(s) Applies to:	School:	A.M. Winn
	Schoolwide; Grade Level and/or Pupil Subgroups:	Schoolwide; Subgroups; and/or Grade Levels identified in the Planning Year
SIG Expected Annual Measurable Goal(s)		
Planning Year (2016-17)	Establish baseline scores in Math by grade level and subgroups on 2016-17 Mathematics CAASPP and formative and summative assessments, which may include, but will not be limited to District Benchmark assessments.	
Full Implementation Year 1 (2017-18)	Increase percent of students meeting or exceeding standards in Mathematics by at least 2% on 2017 -18 CAASPP and on Waldorf based formative and summative assessments that support California's Common Core standards. In order to close existing achievement gaps, this goal applies school wide and to grade levels and subgroups identified through achievement gap analysis of baseline scores on 2016-17 Mathematics CAASPP and formative and summative assessments, which may include, but will not be limited to District Benchmark assessments.	
Full Implementation Year 2 (2018-19)	Increase percent of students meeting or exceeding standards in Mathematics by at least 2% on 2018-19 CAASPP and Waldorf based formative and summative assessments that support California's Common Core standards. In order to close existing achievement gaps, this goal applies school wide and to grade levels and subgroups identified through achievement gap analysis of baseline scores on 2017-18 Mathematics CAASPP and formative and summative Waldorf/Common Core based assessments developed during the School Improvement Grant's first full implementation year.	
Full Implementation Year 3 (2019-20)	Increase percent of students meeting or exceeding standards in Mathematics by at least 2% on 2019-20 CAASPP and Waldorf based formative and summative assessments that support California's Common Core standards. In order to close	

	existing achievement gaps, this goal applies school wide and to grade levels and subgroups identified through achievement gap analysis of baseline scores on 2018-19 Mathematics CAASPP and formative and summative Waldorf/Common Core based assessments developed during the School Improvement Grant's first full implementation year and refined during implementation year two.
Full Implementation Year 4 (2020-21)	Increase percent of students meeting or exceeding standards in Mathematics by at least 2% on 2020-21 CAASPP and Waldorf based formative and summative assessments that support California's Common Core standards. In order to close existing achievement gaps, this goal applies school wide and to grade levels and subgroups identified through achievement gap analysis of baseline scores on 2019-20 Mathematics CAASPP and formative and summative Waldorf/Common Core based assessments developed during the School Improvement Grant's first full implementation year and finalized during implementation year three.

Section III: Annual Student Performance and Progress Goals

SIG Form 1a—Annual Student Performance and Progress Goals: Reading/English Language Arts (Required)

Identified Need(s):	Increase proficiency in Waldorf instructional strategies leading to increased performance in Reading/ Language Arts on state and local assessments.	
Goal(s) Applies to:	School:	A.M. Winn
	Schoolwide; Grade Level and/or Pupil Subgroups:	Schoolwide; Subgroups; and/or Grade Levels identified in the Planning Year
SIG Expected Annual Measurable Goal(s)		
Planning Year 1 (2016-17)	Establish baseline scores in ELA by grade level and subgroups on 2016-17 Reading/English Language Arts CAASPP and formative and summative assessments, which may include, but will not be limited to District Benchmark assessments.	
Full Implementation Year 1 (2017-18)	Increase percent of students meeting or exceeding standards in Reading/English Language Arts by at least 2% on 2017 -18 CAASPP and on Waldorf based formative and summative assessments that support California's Common Core standards. In order to close existing achievement gaps, this goal applies school wide and to grade levels and subgroups identified through achievement gap analysis of baseline scores on 2016-17 Reading/English Language Arts CAASPP and formative and summative assessments, which may include, but will not be limited to District Benchmark assessments.	
Full Implementation Year 2 (2018-19)	Increase percent of students meeting or exceeding standards in Reading/English Language Arts by at least 2% on 2018-19 CAASPP and Waldorf based formative and summative assessments that support California's Common Core standards. In order to close existing achievement gaps, this goal applies school wide and to grade levels and subgroups identified through achievement gap analysis of baseline scores on 2017-18 Reading/English Language Arts CAASPP and formative and summative Waldorf/Common Core based assessments developed during the School Improvement Grant's first full implementation year.	
Full Implementation Year 3 (2019-20)	Increase percent of students meeting or exceeding standards in Reading/English Language Arts by at least 2% on 2019-20 CAASPP and Waldorf based formative	

	and summative assessments that support California's Common Core standards. In order to close existing achievement gaps, this goal applies school wide and to grade levels and subgroups identified through achievement gap analysis of baseline scores on 2018-19 Reading/English Language Arts CAASPP and formative and summative Waldorf/Common Core based assessments developed during the School Improvement Grant's first full implementation year and refined during implementation year two.
Full Implementation Year 4 (2020-21)	Increase percent of students meeting or exceeding standards in Reading/English Language Arts by at least 2% on 2020-21 CAASPP and Waldorf based formative and summative assessments that support California's Common Core standards. In order to close existing achievement gaps, this goal applies school wide and to grade levels and subgroups identified through achievement gap analysis of baseline scores on 2019-20 Reading/English Language Arts CAASPP and formative and summative Waldorf/Common Core based assessments developed during the School Improvement Grant's first full implementation year and finalized during implementation year three.

Section III: Annual Student Performance and Progress Goals

SIG Form 1b—Annual Student Performance and Progress Goals: Mathematics (Required)

Identified Need(s):	Increase proficiency in Mathematics on state and local assessments	
Goal(s) Applies to:	School:	Hiram Johnson High School
	Schoolwide; Grade Level and/or Pupil Subgroups:	Schoolwide; Subgroups; and/or Grade Levels identified in the Planning Year
SIG Expected Annual Measurable Goal(s) Established Goals for Full Implementation Only		
Full Implementation Year 1		Establish baseline scores by school, grade level, and subgroups on 2016-17 Mathematics CAASPP and District Benchmark Assessments.
Full Implementation Year 2		Increase percent of students meeting or exceeding standards in Mathematics by at least 5% on 2017-18 CAASPP and District Benchmark Assessments. In order to close existing achievement gaps, this goal applies schoolwide and to grade levels and subgroups identified through achievement gap analysis of baseline scores on 2016-17 Mathematics CAASPP and District Benchmark Assessments.
Full Implementation Year 3		Increase percent of students meeting or exceeding standards in Mathematics by at least 5% on 2018-19 CAASPP and District Benchmark Assessments. In order to close existing achievement gaps, this goal applies schoolwide and to grade levels and subgroups identified through achievement gap analysis of 2017-18 Mathematics CAASPP and District Benchmark Assessment scores.
Full Implementation Year 4		Increase percent of students meeting or exceeding standards in Mathematics by at least 5% on 2019-20 CAASPP and District Benchmark Assessments. In order to close existing achievement gaps, this goal applies schoolwide and to grade levels and subgroups identified through achievement gap analysis of 2018-19 Mathematics CAASPP and District Benchmark Assessment scores.
Full Implementation Year 5, if applicable		Increase percent of students meeting or exceeding standards in Mathematics by at least 5% on 2020-21 CAASPP and District Benchmark Assessments. In order to close existing achievement gaps, this goal applies schoolwide and to grade levels and subgroups identified through achievement gap analysis of 2019-20

	Mathematics CAASPP and District Benchmark Assessment scores.

Section III: Annual Student Performance and Progress Goals

SIG Form 1a—Annual Student Performance and Progress Goals: Reading/English Language Arts (Required)

Identified Need(s):	Increase proficiency in Mathematics on state and local assessments	
Goal(s) Applies to:	School:	Hiram Johnson High School
	Schoolwide; Grade Level and/or Pupil Subgroups:	Schoolwide; Subgroups; and/or Grade Levels identified in the Planning Year
SIG Expected Annual Measurable Goal(s) Established Goals for Full Implementation Only		
Full Implementation Year 1		Establish baseline scores by school, grade level, and subgroups on 2016-17 Reading/English Language Arts CAASPP and District Benchmark Assessments.
Full Implementation Year 2		Increase percent of students meeting or exceeding standards in Reading/English Language Arts by at least 5% on 2017-18 CAASPP and District Benchmark Assessments. In order to close existing achievement gaps, this goal applies schoolwide and to grade levels and subgroups identified through achievement gap analysis of baseline scores on 2016-17 Reading/English Language Arts CAASPP and District Benchmark Assessments.
Full Implementation Year 3		Increase percent of students meeting or exceeding standards in Reading/English Language Arts by at least 5% on 2018-19 CAASPP and District Benchmark Assessments. In order to close existing achievement gaps, this goal applies schoolwide and to grade levels and subgroups identified through achievement gap analysis of 2017-18 Reading/English Language Arts CAASPP and District Benchmark Assessment scores.
Full Implementation Year 4		Increase percent of students meeting or exceeding standards in Reading/English Language Arts by at least 5% on 2019-20 CAASPP and District Benchmark Assessments. In order to close existing achievement gaps, this goal applies schoolwide and to grade levels and subgroups identified through achievement gap analysis of 2018-19 Reading/English Language Arts CAASPP and District Benchmark Assessment scores.
Full Implementation Year 5, if applicable		Increase percent of students meeting or exceeding standards in Reading/English Language Arts by at least 5% on 2020-21 CAASPP and District Benchmark

	Assessments. In order to close existing achievement gaps, this goal applies schoolwide and to grade levels and subgroups identified through achievement gap analysis of 2019-20 Reading/English Language Arts CAASPP and District Benchmark Assessment scores.

Section III: Annual Student Performance and Progress Goals

SIG Form 1b—Annual Student Performance and Progress Goals: Mathematics (Required)

Identified Need(s):	Increase proficiency in Mathematics on state and local assessments	
Goal(s) Applies to:	School:	John Sloat Elementary
	Schoolwide; Grade Level and/or Pupil Subgroups:	Schoolwide; Subgroups; or Grade Levels identified in the Planning Year
SIG Expected Annual Measurable Goal(s)		
Planning Year (2016-17)	Establish baseline scores by school, grade level, and subgroups on 2016-17 Mathematics CAASPP and District Benchmark Assessments.	
Full Implementation Year 1 (2017-18)	Increase percent of students meeting or exceeding standards in Mathematics by at least 5% on 2017-18 CAASPP and District Benchmark Assessments. In order to close existing achievement gaps, this goal applies schoolwide and to grade levels and subgroups identified through achievement gap analysis of baseline scores on 2016-17 Mathematics CAASPP and District Benchmark Assessments.	
Full Implementation Year 2 (2018-19)	Increase percent of students meeting or exceeding standards in Mathematics by at least 5% on 2018-19 CAASPP and District Benchmark Assessments. In order to close existing achievement gaps, this goal applies schoolwide and to grade levels and subgroups identified through achievement gap analysis of scores on 2017-18 Mathematics CAASPP and District Benchmark Assessments.	
Full Implementation Year 3 (2019-20)	Increase percent of students meeting or exceeding standards in Mathematics by at least 5% on 2019-20 CAASPP and District Benchmark Assessments. In order to close existing achievement gaps, this goal applies schoolwide and to grade levels and subgroups identified through achievement gap analysis of scores on 2018-19 Mathematics CAASPP and District Benchmark Assessments.	
Full Implementation Year 4 (2020-2021)	Increase percent of students meeting or exceeding standards in Mathematics by at least 5% on 2020-21 CAASPP and District Benchmark Assessments. In order to close existing achievement gaps, this goal applies schoolwide and to grade levels and subgroups identified through achievement gap analysis of scores on 2019-20 Mathematics CAASPP and District Benchmark Assessments.	

Section III: Annual Student Performance and Progress Goals

SIG Form 1a—Annual Student Performance and Progress Goals: Reading/English Language Arts (Required)

Identified Need(s):	Increase proficiency in Reading/English Language Arts on state and local assessments	
Goal(s) Applies to:	School:	John Sloat Elementary
	Schoolwide; Grade Level and/or Pupil Subgroups:	Schoolwide; Subgroups; and/or Grade Levels identified in the Planning Year
	SIG Expected Annual Measurable Goal(s)	
Planning Year (2016-17)	Establish baseline scores by school, grade level, and subgroups on 2016-17 Reading/English Language Arts CAASPP and District Benchmark Assessments.	
Full Implementation Year 1 (2017-18)	Increase percent of students meeting or exceeding standards in Reading/English Language Arts by at least 5% on 2017-18 CAASPP and District Benchmark Assessments. In order to close existing achievement gaps, this goal applies schoolwide and to grade levels and subgroups identified through achievement gap analysis of baseline scores on 2016-17 Reading/English Language Arts CAASPP and District Benchmark Assessments.	
Full Implementation Year 2 (2018-19)	Increase percent of students meeting or exceeding standards in Reading/English Language Arts by at least 5% on 2018-19 CAASPP and District Benchmark Assessments. In order to close existing achievement gaps, this goal applies schoolwide and to grade levels and subgroups identified through achievement gap analysis of 2017-18 Reading/English Language Arts CAASPP and District Benchmark Assessment scores.	
Full Implementation Year 3 (2019-20)	Increase percent of students meeting or exceeding standards in Reading/English Language Arts by at least 5% on 2019-20 CAASPP and District Benchmark Assessments. In order to close existing achievement gaps, this goal applies schoolwide and to grade levels and subgroups identified through achievement gap analysis of 2018-19 Reading/English Language Arts CAASPP and District Benchmark Assessment scores.	
Full Implementation Year 4 (2020-21)	Increase percent of students meeting or exceeding standards in Reading/English Language Arts by at least 5% on 2020-21 CAASPP and District Benchmark Assessments. In order to close existing achievement gaps, this goal applies	

	schoolwide and to grade levels and subgroups identified through achievement gap analysis of 2019-20 Reading/English Language Arts CAASPP and District Benchmark Assessment scores.

Section III: Annual Student Performance and Progress Goals

SIG Form 1b—Annual Student Performance and Progress Goals: Mathematics (Required)

Identified Need(s):	Increase proficiency in Mathematics on state and local assessments	
Goal(s) Applies to:	School:	John Still K-8 School
	Schoolwide; Grade Level and/or Pupil Subgroups:	Schoolwide; Subgroups; or Grade Levels identified in the Planning Year
SIG Expected Annual Measurable Goal(s) Established Goals for Full Implementation Only		
Planning Year (2016-17)	Establish baseline scores by school, grade level, and subgroups on 2016-17 Mathematics CAASPP and District Benchmark Assessments.	
Full Implementation Year 1 (2017-18)	Increase percent of students meeting or exceeding standards in Mathematics by at least 2% on 2017-18 CAASPP and District Benchmark Assessments. In order to close existing achievement gaps, this goal applies schoolwide and to grade levels and subgroups identified through achievement gap analysis of baseline scores on 2016-17 Mathematics CAASPP and District Benchmark Assessments.	
Full Implementation Year 2 (2018-19)	Increase percent of students meeting or exceeding standards in Mathematics by at least 2% on 2018-19 CAASPP and District Benchmark Assessments. In order to close existing achievement gaps, this goal applies schoolwide and to grade levels and subgroups identified through achievement gap analysis of scores on 2017-18 Mathematics CAASPP and District Benchmark Assessments.	
Full Implementation Year 3 (2019-20)	Increase percent of students meeting or exceeding standards in Mathematics by at least 2% on 2019-20 CAASPP and District Benchmark Assessments. In order to close existing achievement gaps, this goal applies schoolwide and to grade levels and subgroups identified through achievement gap analysis of scores on 2018-19 Mathematics CAASPP and District Benchmark Assessments.	
Full Implementation Year 4 (2020-2021)	Increase percent of students meeting or exceeding standards in Mathematics by at least 2% on 2020-21 CAASPP and District Benchmark Assessments. In order to close existing achievement gaps, this goal applies schoolwide and to grade levels and subgroups identified through achievement gap analysis of scores on 2019-20 Mathematics CAASPP and District Benchmark Assessments.	

Section III: Annual Student Performance and Progress Goals

SIG Form 1a—Annual Student Performance and Progress Goals: Reading/English Language Arts (Required)

Identified Need(s):	Increase proficiency in Reading/English Language Arts on state and local assessments	
Goal(s) Applies to:	School:	John Still K-8 School
	Schoolwide; Grade Level and/or Pupil Subgroups:	Schoolwide; Subgroups; and/or Grade Levels identified in the Planning Year
SIG Expected Annual Measurable Goal(s) Established Goals for Full Implementation Only		
Planning Year (2016-17)	Establish baseline scores by school, grade level, and subgroups on 2016-17 Reading/English Language Arts CAASPP and District Benchmark Assessments.	
Full Implementation Year 1 (2017-18)	Increase percent of students meeting or exceeding standards in Reading/English Language Arts by at least 2% on 2017-18 CAASPP and District Benchmark Assessments. In order to close existing achievement gaps, this goal applies schoolwide and to grade levels and subgroups identified through achievement gap analysis of baseline scores on 2016-17 Reading/English Language Arts CAASPP and District Benchmark Assessments.	
Full Implementation Year 2 (2018-19)	Increase percent of students meeting or exceeding standards in Reading/English Language Arts by at least 2% on 2018-19 CAASPP and District Benchmark Assessments. In order to close existing achievement gaps, this goal applies schoolwide and to grade levels and subgroups identified through achievement gap analysis of 2017-18 Reading/English Language Arts CAASPP and District Benchmark Assessment scores.	
Full Implementation Year 3 (2019-20)	Increase percent of students meeting or exceeding standards in Reading/English Language Arts by at least 2% on 2019-20 CAASPP and District Benchmark Assessments. In order to close existing achievement gaps, this goal applies schoolwide and to grade levels and subgroups identified through achievement gap analysis of 2018-19 Reading/English Language Arts CAASPP and District Benchmark Assessment scores.	
Full Implementation Year 4 (2020-21)	Increase percent of students meeting or exceeding standards in Reading/English Language Arts by at least 2% on 2020-21 CAASPP and District Benchmark	

	Assessments. In order to close existing achievement gaps, this goal applies schoolwide and to grade levels and subgroups identified through achievement gap analysis of 2019-20 Reading/English Language Arts CAASPP and District Benchmark Assessment scores.

Section III: Annual Student Performance and Progress Goals

SIG Form 1b—Annual Student Performance and Progress Goals: Mathematics (Required)

Identified Need(s):	Increase proficiency in Mathematics on state and local assessments	
Goal(s) Applies to:	School:	Leataata Floyd Elementary
	Schoolwide; Grade Level and/or Pupil Subgroups:	Schoolwide; Subgroups; or Grade Levels identified in the Planning Year
SIG Expected Annual Measurable Goal(s)		
Planning Year (2016-17)	Establish baseline scores by school, grade level, and subgroups on 2016-17 Mathematics CAASPP and District Benchmark Assessments.	
Full Implementation Year 1 (2017-18)	Increase percent of students meeting or exceeding standards in Mathematics by at least 5% on 2017-18 CAASPP and District Benchmark Assessments. In order to close existing achievement gaps, this goal applies schoolwide and to grade levels and subgroups identified through achievement gap analysis of baseline scores on 2016-17 Mathematics CAASPP and District Benchmark Assessments.	
Full Implementation Year 2 (2018-19)	Increase percent of students meeting or exceeding standards in Mathematics by at least 5% on 2018-19 CAASPP and District Benchmark Assessments. In order to close existing achievement gaps, this goal applies schoolwide and to grade levels and subgroups identified through achievement gap analysis of scores on 2017-18 Mathematics CAASPP and District Benchmark Assessments.	
Full Implementation Year 3 (2019-20)	Increase percent of students meeting or exceeding standards in Mathematics by at least 5% on 2019-20 CAASPP and District Benchmark Assessments. In order to close existing achievement gaps, this goal applies schoolwide and to grade levels and subgroups identified through achievement gap analysis of scores on 2018-19 Mathematics CAASPP and District Benchmark Assessments.	
Full Implementation Year 4 (2020-2021)	Increase percent of students meeting or exceeding standards in Mathematics by at least 5% on 2020-21 CAASPP and District Benchmark Assessments. In order to close existing achievement gaps, this goal applies schoolwide and to grade levels and subgroups identified through achievement gap analysis of scores on 2019-20 Mathematics CAASPP and District Benchmark Assessments.	

Section III: Annual Student Performance and Progress Goals

SIG Form 1a—Annual Student Performance and Progress Goals: Reading/English Language Arts (Required)

Identified Need(s):	Increase proficiency in Reading/English Language Arts on state and local assessments	
Goal(s) Applies to:	School:	Leataata Floyd Elementary
	Schoolwide; Grade Level and/or Pupil Subgroups:	Schoolwide; Subgroups; and/or Grade Levels identified in the Planning Year
	SIG Expected Annual Measurable Goal(s)	
Planning Year (2016-17)	Establish baseline scores by school, grade level, and subgroups on 2016-17 Reading/English Language Arts CAASPP and District Benchmark Assessments.	
Full Implementation Year 1 (2017-18)	Increase percent of students meeting or exceeding standards in Reading/English Language Arts by at least 5% on 2017-18 CAASPP and District Benchmark Assessments. In order to close existing achievement gaps, this goal applies schoolwide and to grade levels and subgroups identified through achievement gap analysis of baseline scores on 2016-17 Reading/English Language Arts CAASPP and District Benchmark Assessments.	
Full Implementation Year 2 (2018-19)	Increase percent of students meeting or exceeding standards in Reading/English Language Arts by at least 5% on 2018-19 CAASPP and District Benchmark Assessments. In order to close existing achievement gaps, this goal applies schoolwide and to grade levels and subgroups identified through achievement gap analysis of 2017-18 Reading/English Language Arts CAASPP and District Benchmark Assessment scores.	
Full Implementation Year 3 (2019-20)	Increase percent of students meeting or exceeding standards in Reading/English Language Arts by at least 5% on 2019-20 CAASPP and District Benchmark Assessments. In order to close existing achievement gaps, this goal applies schoolwide and to grade levels and subgroups identified through achievement gap analysis of 2018-19 Reading/English Language Arts CAASPP and District Benchmark Assessment scores.	
Full Implementation Year 4 (2020-21)	Increase percent of students meeting or exceeding standards in Reading/English Language Arts by at least 5% on 2020-21 CAASPP and District Benchmark Assessments. In order to close existing achievement gaps, this goal applies	

	schoolwide and to grade levels and subgroups identified through achievement gap analysis of 2019-20 Reading/English Language Arts CAASPP and District Benchmark Assessment scores.

Section III: Annual Student Performance and Progress Goals

SIG Form 1b—Annual Student Performance and Progress Goals: Mathematics (Required)

Identified Need(s):	Increase proficiency in Mathematics on state and local assessments	
Goal(s) Applies to:	School:	Parkway Elementary
	Schoolwide; Grade Level and/or Pupil Subgroups:	Schoolwide; Subgroups; or Grade Levels identified in the Planning Year
SIG Expected Annual Measurable Goal(s)		
Planning Year (2016-17)	Establish baseline scores by school, grade level, and subgroups on 2016-17 Mathematics CAASPP and District Benchmark Assessments.	
Full Implementation Year 1 (2017-18)	Increase percent of students meeting or exceeding standards in Mathematics by at least 2% on 2017-18 CAASPP and District Benchmark Assessments. In order to close existing achievement gaps, this goal applies schoolwide and to grade levels and subgroups identified through achievement gap analysis of baseline scores on 2016-17 Mathematics CAASPP and District Benchmark Assessments.	
Full Implementation Year 2 (2018-19)	Increase percent of students meeting or exceeding standards in Mathematics by at least 2% on 2018-19 CAASPP and District Benchmark Assessments. In order to close existing achievement gaps, this goal applies schoolwide and to grade levels and subgroups identified through achievement gap analysis of scores on 2017-18 Mathematics CAASPP and District Benchmark Assessments.	
Full Implementation Year 3 (2019-20)	Increase percent of students meeting or exceeding standards in Mathematics by at least 2% on 2019-20 CAASPP and District Benchmark Assessments. In order to close existing achievement gaps, this goal applies schoolwide and to grade levels and subgroups identified through achievement gap analysis of scores on 2018-19 Mathematics CAASPP and District Benchmark Assessments.	
Full Implementation Year 4 (2020-2021)	Increase percent of students meeting or exceeding standards in Mathematics by at least 2% on 2020-21 CAASPP and District Benchmark Assessments. In order to close existing achievement gaps, this goal applies schoolwide and to grade levels and subgroups identified through achievement gap analysis of scores on 2019-20 Mathematics CAASPP and District Benchmark Assessments.	

Section III: Annual Student Performance and Progress Goals

SIG Form 1a—Annual Student Performance and Progress Goals: Reading/English Language Arts (Required)

Identified Need(s):	Increase proficiency in Reading/English Language Arts on state and local assessments	
Goal(s) Applies to:	School:	Parkway Elementary
	Schoolwide; Grade Level and/or Pupil Subgroups:	Schoolwide; Subgroups; and/or Grade Levels identified in the Planning Year
	SIG Expected Annual Measurable Goal(s)	
Planning Year (2016-17)	Establish baseline scores by school, grade level, and subgroups on 2016-17 Reading/English Language Arts CAASPP and District Benchmark Assessments.	
Full Implementation Year 1 (2017-18)	Increase percent of students meeting or exceeding standards in Reading/English Language Arts by at least 2% on 2017-18 CAASPP and District Benchmark Assessments. In order to close existing achievement gaps, this goal applies schoolwide and to grade levels and subgroups identified through achievement gap analysis of baseline scores on 2016-17 Reading/English Language Arts CAASPP and District Benchmark Assessments.	
Full Implementation Year 2 (2018-19)	Increase percent of students meeting or exceeding standards in Reading/English Language Arts by at least 2% on 2018-19 CAASPP and District Benchmark Assessments. In order to close existing achievement gaps, this goal applies schoolwide and to grade levels and subgroups identified through achievement gap analysis of 2017-18 Reading/English Language Arts CAASPP and District Benchmark Assessment scores.	
Full Implementation Year 3 (2019-20)	Increase percent of students meeting or exceeding standards in Reading/English Language Arts by at least 2% on 2019-20 CAASPP and District Benchmark Assessments. In order to close existing achievement gaps, this goal applies schoolwide and to grade levels and subgroups identified through achievement gap analysis of 2018-19 Reading/English Language Arts CAASPP and District Benchmark Assessment scores.	
Full Implementation Year 4 (2020-21)	Increase percent of students meeting or exceeding standards in Reading/English Language Arts by at least 2% on 2020-21 CAASPP and District Benchmark Assessments. In order to close existing achievement gaps, this goal applies	

	schoolwide and to grade levels and subgroups identified through achievement gap analysis of 2019-20 Reading/English Language Arts CAASPP and District Benchmark Assessment scores.

Section III: Annual Student Performance and Progress Goals

SIG Form 1b—Annual Student Performance and Progress Goals: Mathematics (Required)

Identified Need(s):	Increase proficiency in Mathematics on state and local assessments	
Goal(s) Applies to:	School:	Susan B. Anthony Elementary
	Schoolwide; Grade Level and/or Pupil Subgroups:	Schoolwide; Subgroups; or Grade Levels identified in the Planning Year
SIG Expected Annual Measurable Goal(s)		
Planning Year (2016-17)	Establish baseline scores by school, grade level, and subgroups on 2016-17 Mathematics CAASPP and District Benchmark Assessments.	
Full Implementation Year 1 (2017-18)	Increase percent of students meeting or exceeding standards in Mathematics by at least 2% on 2017-18 CAASPP and District Benchmark Assessments. In order to close existing achievement gaps, this goal applies schoolwide and to grade levels and subgroups identified through achievement gap analysis of baseline scores on 2016-17 Mathematics CAASPP and District Benchmark Assessments.	
Full Implementation Year 2 (2018-19)	Increase percent of students meeting or exceeding standards in Mathematics by at least 2% on 2018-19 CAASPP and District Benchmark Assessments. In order to close existing achievement gaps, this goal applies schoolwide and to grade levels and subgroups identified through achievement gap analysis of scores on 2017-18 Mathematics CAASPP and District Benchmark Assessments.	
Full Implementation Year 3 (2019-20)	Increase percent of students meeting or exceeding standards in Mathematics by at least 2% on 2019-20 CAASPP and District Benchmark Assessments. In order to close existing achievement gaps, this goal applies schoolwide and to grade levels and subgroups identified through achievement gap analysis of scores on 2018-19 Mathematics CAASPP and District Benchmark Assessments.	
Full Implementation Year 4 (2020-2021)	Increase percent of students meeting or exceeding standards in Mathematics by at least 2% on 2020-21 CAASPP and District Benchmark Assessments. In order to close existing achievement gaps, this goal applies schoolwide and to grade levels and subgroups identified through achievement gap analysis of scores on 2019-20 Mathematics CAASPP and District Benchmark Assessments.	

Section III: Annual Student Performance and Progress Goals

SIG Form 1a—Annual Student Performance and Progress Goals: Reading/English Language Arts (Required)

Identified Need(s):	Increase proficiency in Reading/English Language Arts on state and local assessments	
Goal(s) Applies to:	School:	Susan B Anthony Elementary
	Schoolwide; Grade Level and/or Pupil Subgroups:	Schoolwide; Subgroups; and/or Grade Levels identified in the Planning Year
SIG Expected Annual Measurable Goal(s)		
Planning Year (2016-17)	Establish baseline scores by school, grade level, and subgroups on 2016-17 Reading/English Language Arts CAASPP and District Benchmark Assessments.	
Full Implementation Year 1 (2017-18)	Increase percent of students meeting or exceeding standards in Reading/English Language Arts by at least 2% on 2017-18 CAASPP and District Benchmark Assessments. In order to close existing achievement gaps, this goal applies schoolwide and to grade levels and subgroups identified through achievement gap analysis of baseline scores on 2016-17 Reading/English Language Arts CAASPP and District Benchmark Assessments.	
Full Implementation Year 2 (2018-19)	Increase percent of students meeting or exceeding standards in Reading/English Language Arts by at least 2% on 2018-19 CAASPP and District Benchmark Assessments. In order to close existing achievement gaps, this goal applies schoolwide and to grade levels and subgroups identified through achievement gap analysis of 2017-18 Reading/English Language Arts CAASPP and District Benchmark Assessment scores.	
Full Implementation Year 3 (2019-20)	Increase percent of students meeting or exceeding standards in Reading/English Language Arts by at least 2% on 2019-20 CAASPP and District Benchmark Assessments. In order to close existing achievement gaps, this goal applies schoolwide and to grade levels and subgroups identified through achievement gap analysis of 2018-19 Reading/English Language Arts CAASPP and District Benchmark Assessment scores.	
Full Implementation Year 4 (2020-21)	Increase percent of students meeting or exceeding standards in Reading/English Language Arts by at least 2% on 2020-21 CAASPP and District Benchmark Assessments. In order to close existing achievement gaps, this goal applies	

	schoolwide and to grade levels and subgroups identified through achievement gap analysis of 2019-20 Reading/English Language Arts CAASPP and District Benchmark Assessment scores.

Section III: Annual Student Performance and Progress Goals

SIG Form 1b—Annual Student Performance and Progress Goals: Mathematics (Required)

Identified Need(s):	Increase proficiency in Mathematics on state and local assessments	
Goal(s) Applies to:	School:	Woodbine Elementary School
	Schoolwide; Grade Level and/or Pupil Subgroups:	Schoolwide; Subgroups; or Grade Levels identified in the Planning Year
SIG Expected Annual Measurable Goal(s)		
Planning Year (2016-17)	Establish baseline scores by school, grade level, and subgroups on 2016-17 Mathematics CAASPP and District Benchmark Assessments.	
Full Implementation Year 1 (2017-18)	Increase percent of students meeting or exceeding standards in Mathematics by at least 2% on 2017-18 CAASPP and District Benchmark Assessments. In order to close existing achievement gaps, this goal applies schoolwide and to grade levels and subgroups identified through achievement gap analysis of baseline scores on 2016-17 Mathematics CAASPP and District Benchmark Assessments.	
Full Implementation Year 2 (2018-19)	Increase percent of students meeting or exceeding standards in Mathematics by at least 2% on 2018-19 CAASPP and District Benchmark Assessments. In order to close existing achievement gaps, this goal applies schoolwide and to grade levels and subgroups identified through achievement gap analysis of scores on 2017-18 Mathematics CAASPP and District Benchmark Assessments.	
Full Implementation Year 3 (2019-20)	Increase percent of students meeting or exceeding standards in Mathematics by at least 2% on 2019-20 CAASPP and District Benchmark Assessments. In order to close existing achievement gaps, this goal applies schoolwide and to grade levels and subgroups identified through achievement gap analysis of scores on 2018-19 Mathematics CAASPP and District Benchmark Assessments.	
Full Implementation Year 4 (2020-2021)	Increase percent of students meeting or exceeding standards in Mathematics by at least 2% on 2020-21 CAASPP and District Benchmark Assessments. In order to close existing achievement gaps, this goal applies schoolwide and to grade levels and subgroups identified through achievement gap analysis of scores on 2019-20 Mathematics CAASPP and District Benchmark Assessments.	

Section III: Annual Student Performance and Progress Goals

SIG Form 1a—Annual Student Performance and Progress Goals: Reading/English Language Arts (Required)

Identified Need(s):	Increase proficiency in Reading/English Language Arts on state and local assessments	
Goal(s) Applies to:	School:	Woodbine Elementary School
	Schoolwide; Grade Level and/or Pupil Subgroups:	Schoolwide; Subgroups; and/or Grade Levels identified in the Planning Year
	SIG Expected Annual Measurable Goal(s)	
Planning Year (2016-17)	Establish baseline scores by school, grade level, and subgroups on 2016-17 Reading/English Language Arts CAASPP and District Benchmark Assessments.	
Full Implementation Year 1 (2017-18)	Increase percent of students meeting or exceeding standards in Reading/English Language Arts by at least 2% on 2017-18 CAASPP and District Benchmark Assessments. In order to close existing achievement gaps, this goal applies schoolwide and to grade levels and subgroups identified through achievement gap analysis of baseline scores on 2016-17 Reading/English Language Arts CAASPP and District Benchmark Assessments.	
Full Implementation Year 2 (2018-19)	Increase percent of students meeting or exceeding standards in Reading/English Language Arts by at least 2% on 2018-19 CAASPP and District Benchmark Assessments. In order to close existing achievement gaps, this goal applies schoolwide and to grade levels and subgroups identified through achievement gap analysis of 2017-18 Reading/English Language Arts CAASPP and District Benchmark Assessment scores.	
Full Implementation Year 3 (2019-20)	Increase percent of students meeting or exceeding standards in Reading/English Language Arts by at least 2% on 2019-20 CAASPP and District Benchmark Assessments. In order to close existing achievement gaps, this goal applies schoolwide and to grade levels and subgroups identified through achievement gap analysis of 2018-19 Reading/English Language Arts CAASPP and District Benchmark Assessment scores.	
Full Implementation Year 4 (2020-21)	Increase percent of students meeting or exceeding standards in Reading/English Language Arts by at least 2% on 2020-21 CAASPP and District Benchmark Assessments. In order to close existing achievement gaps, this goal applies	

	schoolwide and to grade levels and subgroups identified through achievement gap analysis of 2019-20 Reading/English Language Arts CAASPP and District Benchmark Assessment scores.

SIG Form 2a—Planning and Other Pre-implementation Activities For a Tier I or Tier II School		
LEA Name: Sacramento City Unified School District		**Date: 09/2016**
School Name: Leataata Floyd Elementary		
Actions and Activities	**Start and End Dates MM/YYYY**	**Description of how those activities will lead to successful implementation of the selected intervention**
Notify and engage School Community upon reciept of SIG Grant	01/2017 - 06/2017	Inform and notify staff, families, community partners in order to solicit input and define roles. Methods of notification and engagement include, but are not limited to; School Site Council (SSC), informational meetings, community partnership meetings, staff meetings, parent/family events.
Perform school-wide needs assessment	01/2017 - 06/2017	Gather input from staff, families, and community partners. Study and share data (Community Needs Assessment; School Climate Data; State, District, and Site-Level Assessments) to plan for successful implementation of California State-Determined Inplementation Model (CA SDIM). A needs assessment will be conducted and utilized to inform grant modifications, as needed.
Schedule/provide Professional Learning opportunities for Planning Year: Mindfulness, Trauma-Informed Schools, Technology Integration	01/2017 - 06/2017	Expand professional learning around mindfulness and trauma-informed schools in order to implement social and emotional programs and services and implement strategies to improve school climate. Staff is currently integrating mindfulness into classrooms and would benefit from additional support and coaching. All staff was involved in trauma-awareness training and have requested more professional development and coaching in this area. Increasing technology integration would support school's comprehensive instructional goal; to add one-one laptops in all classrooms and support teachers in utilizing technology to support academic and social achievement.
Meet with District-determined External Provider	01/2017 - 06/2017	Collaborate with External Provider to plan for the implementation of the CA SDIM to ensure a successful implementation. Administration and leadership team will collaborate with external provider to discuss needs assessment and grant planning.
Identify and begin hiring new staff needed for Implementation Year 1	01/2017 - 06/2017	Build staffing capacity necessary to support CA SDIM focus areas II, III, IV. Staff needed during implementation year include; Mindfulness Coach, Trauma-informed Coach, and ELA Coach, each to provide coaching and professional development.
Purchase curriculum and leveled-books and one-one technology for classrooms	01/2017 - 06/2017	Provide materials and learning opportunites that foster student achievement and content mastery. One-one technology would be purchased for two classes (4th & 5th) to create a cohort of grades 4th-6th who have the technology to integrate digital learning into the classroom. Leveled book sets will be purchased to add to the instructional library for teachers/students to use for guided reading, literature circles, and to increase use of Accelerated Reader and iReady support programs.

Form 2b—State-determined Intervention Implementation Chart for a Tier I or Tier II School

LEA Name: Sacramento City Unified School District		Date: 09/2016		
School Name: Leataata Floyd Elementary				

Required Component	Strategy/Evidence-based Strategy	Start and End Dates (MM/YYYY)	Oversight	Description of Evidence
SD 01: Required Partnership				
Partner with the local educational agency's (LEA's) local county office of education, or local educational agency's Regional System of District and School Support Lead County Office of Education or The California Collaborative for Education Excellence				
Selecting the Lead Partner	SCUSD has selected an External Provider with whom the district has a long-standing relationship. Specific areas of assistance will be identified during the planning year.	01/2017 - 06/2021	SCUSD Cabinet	MOU
Name of Lead Partner	Sacramento County Office of Education			
SD 02: Leadership Effectiveness				
Develop or adopt leadership competencies that address the following elements: (1) systems thinking and sustainable outcomes; (2) capacity building and community; (3) results-oriented problem solving; (4) influence and team development; and (5) personal effectiveness				
Develop or adopt leadership competencies	Principal Eric Chapman was moved to Leataata Floyd in the 2014-2015 school year as an administrator who demonstrates the knowledge, ability, and skills necessary to lead school turnaround efforts.	2014 - Ongoing	SCUSD Area Assistant Superintendent	Employment Contract
Use the developed or adopted competencies to conduct a rigorous selection process to identify school leaders who possess the knowledge, ability, and skills necessary to lead school turnaround efforts and replace or retain the current principle.				

Assess the candidate's potential fit with the school and success with prior turnaround efforts	N/A			
Implement multiple steps in the selection process	N/A			
Develop new recruitment strategies and a new leadership job description that aligns with the school's improvement goals and expectations	N/A			
Develop a prioritized set of selection criteria and rubrics	N/A			
Utilize competency-based and job-characteristic interview questions	N/A			
Replace or retain the current principal	Eric Chapman will be retained as principal as he demonstrates the following competencies: systems thinking and sustainable outcomes; capacity building and community; results-oriented problem solving; influence and team development; and personal effectiveness.	2014-ongoing	SCUSD Area Assistant Superintendent	Employment Contract

Provide customized and ongoing, outcome-driven, professional development (PD) opportunities to strengthen leadership practice and build leadership capacity.

Identify professional development needs	Through data analysis, identified needs will determine professional development necessary to strengthen leadership practice and build leadership capacity.	07/2017 - 06/2021	Area Assistant Superintendent, Turnaround Director, SCOE	District and School Data, sign-in sheets, informal and formal evaluations
Develop and Implement outcome-driven PD opportunities	SCUSD will provide twice monthly professional development opportunities and collaborative team meetings for principals. Additional individualized support is provided by an Area Assistant Superintendent.	07/2017 - 06/2021	Area Assistant Superintendent, Turnaround Director, SCOE	District and School Data, sign-in sheets, informal and formal evaluations
Name and content of PD	SIG school leaders will meet monthly to cross-collaborate on CA SDIM outcome data.	07/2017 - 06/2021	Area Assistant Superintendent, Turnaround Director, SCOE	District and School Data, sign-in sheets, informal and formal evaluations
Promote the use of continuous feedback that is connected to professional learning opportunities and supports ongoing learning and improvement for school principals				
Provide opportunities for continuous feedback and ongoing learning	Continue and expand practices surrounding school-wide instructional rounds for school leaders to provide feedback and ongoing learning.	07/2017 - 06/2021	Area Assistant Superintendent, Turnaround Director, SCOE	District and School Data, sign-in sheets, informal and formal evaluations
Optional: An LEA may also implement one or more of the following strategies based on identified needs:				
Create and implement career pathways for leadership to expand leadership capacity and set the stage for sustainability	N/A			

Promote opportunities for sharing leadership expertise to strengthen teamwork, process lessons learned, and identify successful approaches to needed change and continuous improvement	N/A			
Promote labor-management collaboration to enable innovation in educator roles, responsibilities, and compensation systems	N/A			

SD 03: Teaching and Learning				
Complete a comprehensive needs assessment of the instructional program				
Identify instructional program goals and objectives	A foundation for instructional goals and objectives are in place and outlined in the Single Plan for Student Achievement (SPSA) and embedded Local Control Accountability Plan (LCAP). Our areas of focus include the following: Social Emotional Learning (SEL); Comprehensive Teaching and Learning; Family and Community Engagement.	07/2017 - 06/2021	Principal, Instructional Coaches, Teachers, Site Leadership Team	SPSA, LCAP

Assess current and actual levels of implementation	Analyze classroom observation data and survey staff to determine current implementation levels. Utilize Instructional Rounds protocols to share and refine best practices, highlight areas for improvement, and coordinate targeted coaching supports. More strategically utilize the district-wide classroom observation rubrics to calibrate norms and increase rigor and levels of authentic engagement.	07/2017 - 06/2021	Principal, Instructional Coaches, Teachers, Site Leadership Team	Staff Survey, Classroom Observations Forms
Determine discrepancies or gaps in program effectiveness	During weekly collaborative planning time (CPT) sessions, staff will refine evidence-based strategies to examine student work samples, formative and summative assessments looking for trends and patterns relative to strengths, weaknesses and needs.	07/2017 - 06/2021	Principal, Instructional Coaches, Teachers, Site Leadership Team	CPT minutes
Prioritize needs	The site leadership team will consider formative and summative assessment data along with outcomes of staff and community partners survey data to determine and prioritize school-wide areas of focus. This needs assessment should inform a strategic expansion of current practices (Project Based Learning, Balanced Literacy, PBIS, SEL, and Words Their Way Phonics) and guide necessary shifts.	07/2017 - 06/2021	Principal, Instructional Coaches, Teachers, Site Leadership Team	PD minutes, Leadership Team minutes

Implement an instructional program aligned with California State Standards in at least one full academic content area (including professional learning for all educators) that meets the needs of all students in the school, including but not limited to, socio-economically disadvantaged students, English language learners, and students who receive special education services

Use student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction and programs in order to meet the academic needs of individual students.	• Conduct ongoing benchmark assessments • Provide in depth analysis of student performance by standard when CAASPP results are released • Analyze subgroup performance to identify strengths and weaknesses • Analyze academic benchmark and CAASPP results • Utilize weekly collaborative planning time to ensure plans have been implemented with fidelity and are aligned with needs • Coordinate co-teaching and interventions to meet the academic needs of individual students	07/2017 - 06/2021	Principal, Instructional Coaches, Teachers, Site Leadership Team	Academic Data, CPT Minutes, leadership team minutes, student groupings
Provide and ensure staff attend ongoing, high-quality and job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school or differentiated instruction)				
Align with the school's comprehensive instructional program	Professional learning will occur during weekly school-wide common planning time and through embedded one-one coaching support encompassing the following currently utilized evidence-based approaches: Inclusive Practices, Inquiry Based Learning, Integrated and Balanced Literacy, Math Mastery and the instructional shifts therein.	07/2017 - 06/2021	Principal, Instructional Coaches, Teachers, Site Leadership Team	SPSA, LCAP, CPT minutes
Design with school staff to ensure they are equipped to facilitate effective teaching and learning	The site leadership team, which includes teachers, will coordinate and evaluate professional learning opportunities based on datawise practices and instructional rounds. Coaching will be expanded for teachers and staff in the following areas; ELA, Math, SEL, and trauma-informed schools. Coaching will align with current school-wide initiatives that are strongly rooted in evidence-based approaches.	07/2017 - 06/2021	Principal, Instructional Coaches, Teachers, Site Leadership Team	CPT minutes, Leadership Team minutes

Promote continuous improvement and feedback that supports ongoing learning	Arrange schedules and release time/structured preparation time for teaching staff to meet with academic coaches and site leadership to debrief, articulate, and share and refine effective practices that promote continuous improvement and ongoing learning.	07/2017 - 06/2021	Principal, Instructional Coaches, Teachers, Site Leadership Team	CPT minutes, Leadership Team minutes
Implement, to the extent practicable, in accordance with this model, one or more evidence-based strategies				
Identify and select evidence-based strategies	The following evidence based strategies will be continually developed and implemented as part of a comprehensive instructional program: Inclusive Practices, Inquiry Based Learning, Integrated and Balanced Literacy, Math Mastery and the instructional shifts therein.	07/2017 - 06/2021	Principal, Instructional Coaches, Teachers, Site Leadership Team	CPT minutes, Leadership Team minutes
Optional: An LEA may also implement one or more of the following strategies based on identified needs:				
Developed or adopt a set of local competencies that include the following elements: (1) commitment to students and improved teaching and learning; (2) results-oriented outcomes and problem solving; (3) developing community; and (4) personal effectiveness				
Develop or adopt teaching competencies	N/A			
Use the developed or adopted competencies to conduct a rigorous selection process to identify teachers and staff who possess the knowledge, ability, and skills necessary to support all students in a school turnaround environment. Using the set of competencies, conduct all of the following activities:				
Screen all existing teachers and staff	N/A			
Retain teachers and staff who exemplify the competencies	All current teachers currently exemplify the competencies necessary for effective practice.	07/2017-06/2021	Principal, SCUSD Human Resources	Employment Contract

If necessary, hire new teachers and staff	N/A			

Provide high-quality, relevant increased learning time opportunities that are collaborative and meaningful, and help foster student achievement and content mastery.

Type(s) of increased learning time	N/A			

SD 04: Student Non-Academic Support

Based on identified needs, provide appropriate social-emotional and community-oriented services and supports for students. Choose three or more of the following:

Implement an integrated social support network	Expand Multidisciplinary Team (MDT) to include: •Full-time School Psychologist •Full-time school nurse •Student Support Services Coordinator •Community Liaison to provide additional tier II and tier III supports within Positive Behavioral Interventions and Supports (PBIS), Social Emotional Learning (SEL), Trauma Informed Care, and Restorative Practices (RP) Our school is utiliizing these approaches in order to provide a Full-Service Community Schools Program.	07/2017 - 06/2021	Principal, Instructional Coaches, Teachers, Site Leadership Team, MDT	MDT minutes, leadership team minutes
Develop regular communication and implement a check in system that addresses students' needs	The MDT will meet weekly to monitor data, discuss student needs, and introduce or refine interventions. Communication between MDT, site leadership, community partners, teachers, staff and families will be facilitated by a more comprehensive team.	07/2017 - 06/2021	Principal, Instructional Coaches, Teachers, Site Leadership Team, MDT	MDT minutes, leadership team minutes

Implement strategies and opportunities for ongoing student engagement	With a current attendance rate of less than 94%, school-wide initiatives and awareness around the importance of attendance will be expanded. Tier 1 SEL practices and curriculum will be broadened school-wide in order to increase student engagement. Site-base ELA and Math coaches will integrate SEL and Culturally-Responsive practices into the academic construct.	07/2017 - 06/2021	Principal, Instructional Coaches, Teachers, Site Leadership Team, MDT	Attendance data, school climate survey, academic assessment results, behavior data
Implement social and emotional program(s) and services	•Develop a robust Student Support Center to provide additional mental health counseling and referrals, medical/dental/vision referrals, case management, and site-based counseling and support groups. •Continue to collaborate and engage with district provided SEL coach and professional development in Restorative Practices, PBIS, SEL and Growth Mindset. •Continue coaching and support with use of the Second Step curriculum to encourage the development of explicit social and emotional skills. •Expand mindfulness to be part of every student's daily experience and continue developing a restorative approach when supporting discipline.	07/2017 - 06/2021	Principal, Instructional Coaches, Teachers, Site Leadership Team, MDT	Referrals, case management records, behavior data

Implement strategies to improve school climate	School climate, and the implementation of strategies for improvement have been at the forefront of our school's learning and shifts in practice over the last six years. Significant focus has been placed on creating a safe, consistent, and structured school environment where kids feel empowered to learn and grow. Staff and teachers are currently engaged in SEL and school climate work with an expectation that it remains at the top of priorities, as it is what our students and families need. With the implementation of this grant, we will be able to strengthen classroom and school climate by providing teachers additional strategies through professional learning and coaching. Students will be offered increased opportunities to practice and learn competencies and skills through the following: Structured Recess Program, Art and Music programs within the school day, and expanded after-school enrichment programs.	07/2017 - 06/2021	Principal, Instructional Coaches, Teachers, Site Leadership Team, MDT, Art and Music teachers, afterschool directors, structured reces coordinator	Student surveys, assessment results, attendance, behavior data
Implement ways to improve school discipline	We will expand the Site Equity Team's current work ensuring fidelity in the implementation of PBIS, SEL, RP and address Board Policy and new Adminstrative Regulations around equitable practices for school discipline. We will hire a full-time Attendance Clerk to record, monitor, and report attendance and discipline data to contribute to the MDT's work.	07/2017 - 06/2021	Principal, Instructional Coaches, Teachers, Site Leadership Team, MDT	PBIS assessment data, attendance data, suspension reports

SD 05: Family and Community Engagement

Based on identified needs, provide ongoing mechanisms for family and community engagement. Choose three or more of the following:

Implement or improve a system of regular communication with parents/guardians	Along with community partners, we will create opportunities for authentic engagement through activities such as: weekly coffee and conversations, family nights, and student showcase events. Additionally, we will expand efforts to eliminate the digital divide by providing ongoing parent learning opportunities for increased digital literacy.	07/2017 - 06/2021	Principal, Asst. Principal, Community Liason, School2Home	School2Home training agendas, event agendas, sign-in sheets
Foster a welcoming school environment	We will increase family and community participation in School Site Council (SSC), volunteering opportunities, and school events. We will also offer opportunities for former students to continue to receive support services through the newly established Teen Center and Student Support Center.	07/2017 - 06/2021	SSC members, community liason, Principal	SSC minutes, volunteer sign-in sheets, teen center sign-in sheets, student support center sign-in sheets
Develop a family engagement team of administrators, staff, and teachers	Admistrators, staff, and teachers will utilize tri-annual Family Teacher Academic Team Meetings as a vehicle to engage families in supporting increased academic and social emotional outcomes. We will continue to partner with Mercy Housing to develop, maintain and strengthen relationships with school leadership and staff, community partners, parents and students, manage and assist with volunteer, promotional, and community events, and engage current and new stakeholders in data driven, diverse and difficult conversations.	07/2017 - 06/2021	Teachers, Principal	FTAT agendas/sign-in sheets

Develop a partnership culture with families and students	Our school is currently the hub of resources for families in the neighborhood we serve. Current efforts to increase partnerships with families, including home visits and other evidence-based strategies around family engagement practices, have built a strong foundation for furthering the work in this area. In partnership with the Sacramento Housing and Redevelopment Agency (SHRA) and the SCUSD Family and Community Empowerment Department (FACE), our intention is to increase participation in the Parent Leadership Academy, provide GED courses to adults, and create access to workforce development opportunities.	07/2017 - 06/2021	SHRA, FACE, community liason, Student Support Center Coordinator, Principal	Participant registration
Identify communication barriers and implement strategies for removing the identified barrier	Perpetual communication barriers persist and a new Community Liason will assist with onging updating of parent contact information. Additional duties will include maintaining school website and facebook page and communicating with families through text messaging and home visits as needed.	07/2017 - 06/2021	Community liason, Student Support Center Coordinator, Principal	Website, facebook page, Infinite Campus records, home visit logs

SD 06: Support and Oversight

Update an existing or adopt a new governance structure which may include, but is not limited to, requiring the school to report to a new "turnaround office" with a newly hired "turnaround leader" in the LEA that directly supports SIG implementation

| Update or identify a new governance structure | Under a new governance structure, SIG-funded schools will report directly to a newly-hired Turnaround Director (during grant years 2-4) who will support the schools in implementing the CA SDIM. The Turnaround Leader will be part of the district's Schools Office, reporting to Lisa Allen, Deputy Superintendent. The Turnaround Director will collaborate closely with SCUSD's Strategy and Innovation Office to assist the SIG schools over the 5-year funding period. The Strategy and Innovation Office is led by Chief Strategy Officer Dr. Al Rogers. The Office also includes includes an Assessment Coordinator, Student Outcomes Coordinator, Program Evaluation Coordinator, and LCAP/Strategic Plan Coordinator, among other staff. Each SIG school will also receive ongoing, intensive technical assistance and related support from an external Lead Partner organization, Sacramento County Office of Education. | 01/2017-06/2021 | SCUSD Deputy Superintendent, SCUSD Chief of Startegy & Innovation, SCUSD Turnaround Director | Meeting agendas and meeting notes |

Grant the principal sufficient operational flexibility to fully implement a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates

Grant the principal operational flexibility	1. Weekly Common Planning Time will be used to debrief, articulate, and share effective practices with colleagues. 2. Principal is actively involved in all aspects of the budget related to this grant. 3.Hire the following FTE staff: School Psychologist, Additional Special Education Teacher, Student Support Center Coordinator and School Nurse to address inclusive practices, social emotional learning and wellness; ELA Coach, Math Coach, Art Teacher, Music Teacher and Libririan to support teaching and learning; and a Community Liaison to increase family & community engagement.	12/2016-06/2021	Principal, SCUSD Human Resources	Hiring records, employment contracts

Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA or a designated external lead partner organization

Provide technical assistance	The Turnaround Director, Area Assistant Superintendent, Principal and SCOE representative will establish an ongoing meeting schedule to identify and discuss technical assistance needs	02/2016-06/2021	Turnaround Director, Area Assistant Superintendent, Principal, SCOE	Meeting agendas and meeting notes
Identify and implement LEA support and oversight	SCUSD will establish a "SIG Monitoring Team" which will consist of key members including site Principals, Area Assistant Superintendents, a Turnaround Director, Data Analysts, Budget Personnel, and Technology Specialists.This team will be responsible for ongoing, active monitoring of the SIG implementation.	02/2016-06/2012	SIG Monitoring Team	Implementation chart

SIG Form 2a—Planning and Other Pre-implementation Activities For a Tier I or Tier II School		
LEA Name: Sacramento City Unified School District		Date: 09/2016
School Name: H.W. Harkness Elementary School		
Actions and Activities	**Start and End Dates MM/YYYY**	**Description of how those activities will lead to successful implementation of the selected intervention**
Inform stakeholders of grant award and requirements	11/2016-06/2017	Parents, staff, and community members, will need to be active participants in the implementation of SIG intervention, California State Determined Implementation Model (CA SDIM). Their level of participation will be contigent on their full understanding of the scope of the intervention plan and our expectations. Input for sustainability will be addressed from the onset of the award to ensure it remains at the forefront of the culture shift we are embarking on. Informing stakeholders of the duration of the grant will clarify the importance of utilizing the resources in the most expeditious, efficient, enduring, and impactful manner. Clear understanding that additional personnel is to facilitate building a strong foundation of stakeholder capacity. Equipment, training, and effective communication skills are paramount for sustainability and the premise for this implementation plan. This stage is also significant to provide clarity about the expenses budgeted for in the Single Plan for Student Achievement (SPSA) and in the SIG implementation plan, and how these plans will compliment each other.
Solicit volunteers for SIG Committee	11/2016-06/2017	As a subcommittee of School Site Council (SCC), the SIG Committee will be assembled in a similar fashion as SSC to ensure there is a wide range of perspectives and school based oversight. Current leadership team members can take on the responsibilities associated with CA SDIM. Local oversight ensures we fully understand the purpose and rationale behind the use of our resources. This is a crucial element to hold school site accountable.
Hire Assistant Principal and full time attendance clerk to suport the principal in the management of CA SDIM including Planning-Year 1	01/2017-06/2017	CA SDIM is a compprehensive intervention in need of diligent observance to requirements. Monitoring and accountability will be integral for a successful Planning-Year 1 and implementation, while maintaining standard operating procedures day-to-day. The role of the Assistant Principal will be to provide support for the principal to fulfill all expectations of the grant and expedite the effects of a culture shift of sustainable teaching practices, standard operating procedures, commitment to excellence in service, and school community engagement. The Assistant Principal and his or her clerical support will be charged with major areas of daily school operations as the principal focuses on fulfilling SIG requirements and execution of implementation plan.
Conduct needs assessment	01/2017-06/2017	Input from stakeholders is vital to ensure all needs are addressed during the planning and implementation stage of CA SDIM. CAASPP, school climate, and district benchmark data will be used to analyze needs. Additionally, site level data, such as iReady, classroom assessments, and stakeholders surveys will broaden the perspective to further understand our needs. As part of a comprehensive needs assesment, we will seek input for sustaining commitment and morale as grant award enters remission.
Meet with SCOE	11/2017-06/2017	The school has been in partnership with SCOE since 2014. Discuss scope, roles, responsibilities, and expectations of continued partnership. As a primary partner, SCOE and the school site will need to be in alignment every year to mitigate any issues that may arise during implementation or for needed adjustments to original plan. Issues and concerns will be addressed immediately and discussed with SCUSD oversight.

Begin collaboration meetings to determine needs for professional development and priorities for Implementation-Year 2 and subsequent years	01/2017-06/2017	Current school culture is centered on a collaborative approach to determine PD and priorities. Past collaborative protocols with SCOE will be maintained. It is extremely important for staff's needs to predicate the type of professional development provided to them. However, SIG committee, SCOE, and SCUSD oversight personnel will be entrusted to guide discussions about PD content to ensure fidelity to the agreed upon vision for the school. Prioritizing needs will also consist of collaboration with similar school sites to establish partnerships to sustain services beyond SIG grant by cofunding as many key positions as possible. Although the premise of the culture shift, enabled by SIG funds, is to create sustainability by building capacity among all stakeholders, there will be resources that once removed could result in some regression in achievement. Working with similar school sites for support could mitigate some of the potential regression.
Begin utlizing and identifying resources necessary for Planning-Year 1 and list priority for purchases for remaining years	11/2016-06/2017	Administrative resources such as marketing materials, informational flyers, technology-based communication, or brochures might be necessary to adequately inform and update stakeholders of any developments associated with CA SDIM. Use resources for planning year (food, child care, translation, participation raffle items, etc) to incentivize parent participation in information gathering meetings.

Form 2b—State-determined Intervention Implementation Chart for a Tier I or Tier II School

LEA Name: Sacramento City Unified School District			Date: 09/2016	

School Name: H.W. Harkness Elementary				

Required Component	Strategy/Evidence-based Strategy	Start and End Dates (MM/YYYY)	Oversight	Description of Evidence
SD 01: Required Partnership				
Partner with the local educational agency's (LEA's) local county office of education, or local educational agency's Regional System of District and School Support Lead County Office of Education or The California Collaborative for Education Excellence				
Selecting the Lead Partner	H.W. Harkness partnered with Sacramento County Office of Education (SCOE) in 2015-2016 for professional development on High Quality First Instruction (HQFI) with a focus on mathematics instruction. In the spring of 2015-2016 the staff met with SCOE and agreed to continue the partnership with SCOE for 2016-2017 with an emphasis on Close Reading with Writing. SCUSD has selected SCOE as the SCOE, thus in subsequent years, Harkness will partner with them to provide assistance with meeting SIG goals.	11/2016 - 06/2017	Principal, Area Assistant Superintendent, Turnaround Director	SCOE contract, staff meeting agendas/minutes
Name of Lead Partner	SCOE			
SD 02: Leadership Effectiveness				
Develop or adopt leadership competencies that address the following elements: (1) systems thinking and sustainable outcomes; (2) capacity building and community; (3) results-oriented problem solving; (4) influence and team development; and (5) personal effectiveness				
Develop or adopt leadership competencies	1. Principal Isabel Govea, will elicit staff participation to be part of a SIG committee. The SIG committee will be a subcommittee of School Site Council (SSC), however membership is not contigent on SSC elected membership and the current school site leadership team can take on the functions of the SIG committee. The principal will also be a member of the SIG committee. The one of the objectives of the SIG committee will be to ensure there is alignment with the Single Plan for Student Achievement (SPSA) and the SIG implementation plan. Furthermore, clarity will be established between LCFF expenditures and those referred to in the SIG implementation to ensure they are complimentary. 2. The principal will self-evaluate and results compared to input from committee members. 3. Review the leadership competencies Year 1, Year 3, and Year 5 of the SIG Grant award years. 4. During the planning year, the SIG committee will use the California Professional Standards of Education Leaders (CPSEL) to determine alignment to the desired SIG leadership competencies. The CPSEL address the five desired elements: systems thinking and sustainable outcomes, capacity building and community, results-oriented problem solving, influence and team development, and personal effectiveness.	1. 11/2017 2. 11/2017 3. 01/2017, 01/2019, and 01/2021 4. 11/2016 - 06/2017	1. Assistant Superintendent, Turnaround Director 2. Assistant Superintendent, Turnaround Director 3. Principal, SCOE 4. Principal, SCOE	1. SIG committee list, SSC meeting agendas 2. Self-evaluation, reflection notes, survey 3. Meeting agenda/minutes 4. Meeting agendas/minutes, published leadership competencies
Use the developed or adopted competencies to conduct a rigorous selection process to identify school leaders who possess the knowledge, ability, and skills necessary to lead school turnaround efforts and replace or retain the current principal.				
Assess the candidate's potential fit with the school and success with prior turnaround efforts	Exceptional evaluations validate Principal Govea's competence toward moving the school forward. 1. Evaluations of Principal Govea will be conducted to ensure continued alignment to SIG leadership competencies and CPSEL are maintained. 2. Elicit input from SCOE to ensure Principal Govea has multiple perspectives to further her professional growth.	1. As allowed per collective bargaining agreement; UPE 2. ongoing	1. Assistant Superintendent 2. Principal, SCOE	1. Evaluation forms 2. Surveys, meeting notes
Implement multiple steps in the selection process	Principal Govea was recruited to serve as interim princpal during the last trimester of 2013-2014. The school engaged in the SCUSD hiring process in May 2014 and retained Principal Govea where she has remained since.	ongoing	Assistant Superintendent	HR files
Develop new recruitment strategies and a new leadership job description that aligns with the school's improvement goals and expectations	Use the job description for the position of principal provided by SCUSD Human Resources (HR) to ascertain alignment to the school's goals.	ongoing	Assistant Superintendent, HR	SCUSD principal job description
Develop a prioritized set of selection criteria and rubrics	HR screens applicants for all positions with SCUSD approved criteria	ongoing	HR	HR files
Utilize competency-based and job-characteristic interview questions	HR provides interview panels with approved interview questions	ongoing	HR	HR files

Replace or retain the current principal	1. Retain the current principal. Principal Govea, has participated in on-going district professional development centered on equity, common core state standards, and student/teacher leadership development. She has 8 years of school administration experience and recently earned her doctorate in Educational Leadership. 2. The principal will participate in ACSA Leadership Coaching seminars to serve as an administrator coach. Her practitioner experience coupled with her knowledge of current leadership theory makes her an examplary candidate for the implementation of this grant.	1. continuous 2. 11/2017 - 06/2017	1. Assistant Superintendent 2. Assistant Superintedent	1. PD agendas 2. Registration forms

Provide customized and ongoing, outcome-driven, professional development (PD) opportunities to strengthen leadership practice and build leadership capacity.

Identify professional development needs	1. Every year using data analysis and stakeholder input, the SIG committee will determine the professional development needed for the principal to continue moving the school forward. 2. Leadership capacity is necessary for all staff. Therefore professional development for staff will incorporate leadership comptencies as well and determined in the same fashion.	1. 11/2017 - 06/2021 2. 11/2017 - 06/2021	1. Principal, SIG committee, Assistant Superintendent, Turnaround Director, and SCOE 2. Principal, SIG committee, SCOE	1. Survey, meeting agendas/minutes, need assesment results 2. Survey, meeting agendas/minutes, need assesment results
Develop and Implement outcome-driven PD opportunities	1. SCUSD will provide mothly professional development with embedded supports to meet outlined SIG goals with individual support for Principal Govea provided by Assistant Superintendent and SCOE. 2. The SIG committee will meet to vet professional development opportunities for principal and staff aligned to the agreed upon leadership comptencies.	1. 11/2017 - 06/2021 2. 11/2017 - 06/2021	1. SCUSD, Assistant Superintendent, Turnaround Director 2. SIG committee, SCOE	1. Professional development plan and agendas. 2. List of PD and vetting process
Name and content of PD	Name and content of PD will be identified after a rigourous neesd assessment analysis.	11/2017-06/2021	SIG committee, Assistant Superintendent, Turnaround Director, and SCOE	Professional Development Provider contract and MOU

Promote the use of continuous feedback that is connected to professional learning opportunities and supports ongoing learning and improvement for school principals

Provide opportunities for continuous feedback and ongoing learning	1. Principal Govea will continue monthly sessions for parents to provide input. 2. Survey stakeholders every year of the grant award to gather data for SIG committee to assess and address professional development needs. 3. Use the SCUSD collaborative model every week for staff to provide ongoing feedback. 4. Assistant Superintendent and SCOE will provide monthly feedback to Principal Govea to ensure comptencies are present and their is continuous alignment to agreed upon goals.	1. 11/2017 - 06/2021 2. 11/2017 - 06/2021 3. 11/2017 - 06/2017 4. 11/2017 - 06/2017	1. Assistant Superintendent 2. Principal, SCOE 4. Assistant Superintendent, SCOE	1. Parent meeting sign-ins 2. Survey results 3. Staff meeting agendas/minutes 4. Formal and informal observation notes

Optional: An LEA may also implement one or more of the following strategies based on identified needs:

Create and implement career pathways for leadership to expand leadership capacity and set the stage for sustainability	N/A			
Promote opportunities for sharing leadership expertise to strengthen teamwork, process lessons learned, and identify successful approaches to needed change and continuous improvement	1. Principal will participate in monthly SCUSD professional development and administrator networks. 2. Schoolsite leadership team will create opportunities for staff to job shadow to promote leadership from within. 3. To the extent possible, school site leadership will visit similar schools with proven record of success. 4. Principal will create a culture of reflection and self-evaluation to further promote a system of continuous improvement during weekly staff collaboration meetings. During every collaborative meeting staff will document reflections, next steps, and action items. As we enter the third year of implementation, more deliberate discussions to address sustainability concerns will ensure we remain consistent with priorities and have opportunities to gather input about the capacity of stakeholders to proceed without all the services initially provided. These discussions will also enable us to develop a post implementation plan.	1. 11/2017 - 06/2021 2. 11/2017 - 06/2021 3. 11/2017 - 06/2017 4. 11/2017 - 06/2017	1. Assistant Superintendent 2. Principal, Assistant Superintendent 3. Assistant Superintendent, SCOE 4. Assistant Superintendent, SCOE, Principal	1. PD agendas, network agendas 2. Job shadow schedules 3. School visits' note 4. Staff meeting agendas/minutes, reflection forms
Promote labor-management collaboration to enable innovation in educator roles, responsibilities, and compensation systems	N/A			

SD 03: Teaching and Learning

Complete a comprehensive needs assessment of the instructional program

Identify instructional program goals and objectives	EL, Socio-economic disavantaged, and Asian students at H.W. Harkness had the largest achievement gaps compared to their SCUSD counterparst in ELA. African American and socio-economic disavantaged students had the largest achievement gaps compared to their SCUSD counterparts in Mathematics. Program goals and objectives are designed to bridge the gap for these subgroups and all students with a comprehensive support system and instructional excellence. Instructional goals and objectives have been developed and submitted in the Single Plan for Student Achievement (SPSA). Through weekly collaborative meetings staff will review and revise as necessary to address agreed upon goals. Our foci are High Quality Teaching, Creating a College-Going Culture, Creating an Emotionally Safe Learning Enviroment, and Stakeholder Engagement.	11/2016 - 06/2021	Principal, Turnaround Director, SCOE	SPSA and meeting agenda/minutes
Assess current and actual levels of implementation	1. Conduct formal evaluations of every staff member as allowed by the collective bargaining agreement (SCTA). 2. Identify staff who are, ever have been, or might need to be on improvement plans. Follow up on imrpovement plans. Identify staff who are on five year cycles of evaluations and revert to the traditional evaluation cycle if needed. 3. Conduct weekly informal observations of every staff member and provide them feedback that supports ongoing learning and determine alignment to program goals and objectives. Determine if any misassignments exist or unwillingness to be transformative. Facilitate grade level change or counsel with immediate support. 4. Hire Instructional Coaches to assess and support the instructional vision for both Math and ELA. 5. Conduct an annual formal comprehensive assessment to determine current levels of implementation and alignment to SPSA goals. Assessment will occur informally throughout the duration of the grant. Assessment data will include staff observation data and stakeholder surveys.	1. 11/2016 - 06/2021 2. 11/2016 - 06/2021 3. 11/2016 - 06/2021 4. 07/2021 5. 11/2016 - 06/2017	1. Principal, HR 2. Principal, HR 3. Principal, Assistant Principal 4. Principal, HR 5. Principal, Assistant Principal, Instructional Coaches, and SCOE	1. Evaluation process 2. Evaluation process, HR 3. Evaluation process, HR 4. Principal, HR 5. Principal, Assistant Principal, Instructional Coaches, SCOE, surveys
Determine discrepancies or gaps in program effectiveness	Principal Govea will monitor all aspects of program effectiveness by ensuring their is active and frequent staff participation in the development and execution of the instructional program. 1. Structure weeklly collaborative meeting to address the agreed upon goals and to confirm objectives are aligned to the goals. Reflective forms will be used to identify immediate needs or discrepancies. Weekly classroom observations will enable Principal Govea and Assistant Principal to validate needs or gaps. 2. Use formative and summative assessments to analyze data relative to student achievement. 3. Use data from monthly parent sessions to identify potential discrepancies and ensure parents' perspectives of effectiveness align to that of the school.	1. 11/2016 - 06/2021 2. 11/2016 - 06/2021 3. 11/2016 - 06/2021	1. Principal, Assistant Principal 2. Principal, Assistant Principal 3. Principal, Assistant Principal	1. Meeting agenda/minutes, classroom observations 2. Assessment data/analysis findings 3. Meeting notes
Prioritize needs	1. Use data from classroom observations, collaboration meetings, parent sessions, and surveys to prioritize both academic and non-academic needs. 2. Purchase and provide resources/equipment to minimize the digital divide to make teaching and learning engaging and accesible (such as 1:1 laptops, smartboards, high resolution digital projectors, and other agreed upon items as seen fit by SIG committee. 3. Create "sensory smart" classrooms. Purchase equipment/technology for students with disabilities or students who might benefit from sensory integration or occupational therapy, such as ball chairs, calming fidget toys, brushing and body tools, or foot bands. Provide training or support for equipment integration as needed. 4. Provide programs to meet the social emotional needs of students, such as Leader in Me, PBIS training, Restorative Practices, etc. 5. Hire Assistant Principal to support Principal Govea with the needs assessment, monitoring of implementation, and accountability for instructional goals. Harkness Elementary is a school with a small number of students, but with very high needs. Effective implementation of the SIG grant will be vastly improved with additional administrative support. An administrator with the same level of authority as the principal will ensure all aspects of the grant are implemented while addressing the daily concerns that arise with parents, students, teachers, and staff.	1. 11/2016 - 06/2021 2. 07/2017 - 06/2021 3. 07/2017 - 06/2021 4. 08/2017 - 06/2021 5. 1/2017	1. Principal, Assistant Principal 2. Principal, Budget Dept. 3. Principal, Budget Dept 4. Principal 5. Principal, HR	1. Meeting minutes, observation notes, surveys 2. Purchase orders, program description, technology audit 3. Purchase orders, equipment audit, training agendas/sign-ins 4. Program MOU, training agendas/sign-ins 5. Employment contract

Implement an instructional program aligned with California State Standards in at least one full academic content area (including professional learning for all educators) that meets the needs of all students in the school, including but not limited to, socio-economically disadvantaged students, English language learners, and students who receive special education services

Use student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction and programs in order to meet the academic needs of individual students.	1. Administer district benchmarks every trimester. 2. Administer adaptive diagnostic and growth monitoring system (iReady). iReady is administered every trimester, but a more frequent schedule (appropriate to each grade level) will be developed to ensure teachers receive more immediate feedback on student achievement and growth to inform and differentiate instruction through out the year. Purchase laptop cart for every classroom to enable more frequent diagnostics as teachers see fit. 3. Meet weekly in teacher collaborative groups to analyze and discuss changes to the instructional program. 4. Provide in-depth CAASPP data analysis by standard and disaggrageted by grade level, ethnicity, and subgroup. 5. Perform a formal comprehensive triangulation analysis process every summer to determine any correlation. 6. Hire Academic Support teachers for Math and ELA to provide safety nets and supports for students to address needs identified by the data analysis. 7. Hire additional special education teacher and special education instructional aide to further expand inclusive teaching practices and universal design for learning (UDL). 8. Train general education teachers on the development of and implementation of IEP goals and Behavior Plans.	1. 11/2016 - 06/2021 2. 11/2016 - 06/2021 3. 11/2016 - 06/2021 4. 07/2017 - 06/2021 5. 07/2017 - 06/2021 6. 07/2016 - 06/2021 7. 07/2016 - 06/2021 8. 09/2017 - 06/2021	1. Principal, SCUSD Academic Office 2. Principal, Assistant Principal 3. Principal, Assistant Principal 4. Principal, SCUSD AR&E 5. Principal, SCUSD AR&E 6. Principal, HR, 7. Principal, SCUSD Spec. Ed., HR 8. Principal	1. Benchmark data uploaded in Illuminate 2. iReady data reports 3. meeting agenda/minutes, purchase order 4. Pre-service agendas 5. 6. Correlation reports 6. Employment contract 7. Employment contracts, meeting agenda/minutes 8. Meeting agenda/minutes, IEP goals, Behavior Plans

Provide and ensure staff attend ongoing, high-quality and job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by

Align with the school's comprehensive instructional program	1. Establish weekly collaboration meetings with the premise of professional learning and growth mindset. 2. Schedule two lesson study sessions per year for teachers, consisting of peer developed lessons and peer observation with debrief. 3. Provide release time for lesson study 4. Develop and conduct an eight-day summer professional development retreat for teachers to develop as professionals and attend to any new research in instructional excellence. Number of days will be confirmed by SIG committe during planning year. 5. Provide refresher courses or support on current practices for new teachers and for those in need of a refresher/review. Current practices include Balanced Literacy, Inclusive Practices, Culturally Responsive Teaching, Project Based Learning (PBL), and Direct Instruction. The content of summer PD will be determined collaboratively in the spring of each year.	1. 11/2016 - 06/2021 2. 09/2017 - 06/2021 3. 09/2017 - 06/2021 4. 06/2017 - 06/2021 5. 11/2016 - 06/2021	1. Principal, Assistant Principal, Instructional Coaches 2. Principal, SCOE 3. Principal 4. Principal, Instructional Coaches, SCOE, SCUSD Academic Office 5. Principal, Instructional Coaches, SCOE	1. Meeting agendas/minutes, 2. Lesson study schedule 3. Substitute request reports 4. Professional development plan 5. PD agenda, sign-in
Design with school staff to ensure they are equipped to facilitate effective teaching and learning	The SCUSD collaboration model will be utilized at weekly meetings to build professional learning capacity to ensure a professional development plan is designed to meet their needs, is cohesive, and aligned to the SPSA.	11/2016 - 06/2021	Principal, Assistant Principal, Teachers, Instructional Coaches, and SCOE	meeting agendas/minutes, professional development plan, SPSA
Promote continuous improvement and feedback that supports ongoing learning	1. Conduct weekly classroom observations and provide feedback. 2. Design lesson study schedule in the least intrusive manner for teachers to participate in lesson study and planning/learning time with Instructional Coaches/SCOE in agreed upon area of need. 3. Promote trust and expected collaboration norms among staff, Instructional Coaches, and SCOE consultants, which will validate the feedback and expedite implementation of suggestions. 4. Provide opportunities for teachers to observe teachers who are using and successful with desired instructional practices at other school sites.	1. 11/2016- 06/2021 2. 09/2017 - 06/2021 3. 09/2017 - 06/2021 4. 11/2016 - 06/2021	1. Principal, Assistant Principal 2. Principal, SCOE 3. Principal, Instructional Coaches, SCOE 4. Principal, Assistant Superintendent	1. Feedback notes 2. Leson study schedule 3. Collaboration norms 4. Substitute request reports, school visit notes

Implement, to the extent practicable, in accordance with this model, one or more evidence-based strategies

Identify and select evidence-based strategies	1. Conduct a comprehensive needs assessment and as recommended by the SIG committee, SCOE, Coaches, and Assistant Superintendent additional strategies not already in use will be explored. 2. In instances where current strategies are not being implemented successfully or with fidelity, support will be provided to staff. Current practices include Balanced Literacy, Inclusive Practices, Culturally Responsive Teaching, Project Based Learning, and Direct Instruction. 3. Implement Close Reading with Writing.	1. 11/2016 - 06/2021 2. 09/2017 - 06/2021 3. 11/2017 - 06/2021	1. Principal, SCOE 2. Principal, Assistant Principal, Instructional Coaches, and SCOE 3. Principal, Assistant Principal, Instructional Coaches, SCOE	1. Teacher observations, surveys, meeting minutes 2. PD agendas, sign-ins 3. Classroom observations, student writing portfolios

Optional: An LEA may also implement one or more of the following strategies based on identified needs:

Developed or adopt a set of local competencies that include the following elements: (1) commitment to students and improved teaching and learning; (2) results-oriented outcomes and problem solving; (3) developing community; and (4) personal effectiveness				
Develop or adopt teaching competencies	1. Current teacher comptencies are based on the California Standards of the Teaching Profession (CSTP) and will continue to be used to determine the quality and capacity of the teaching staff. 2. Revise current school site observational tool to highlight alignment between CSTP and desired SIG elements.	1. 11/2016 - 06/2021 2. 11/2016 - 06/2021	1. Principal 2. Principal, Instructional Coaches, SCOE	1. Teacher evaluation forms 2. Observational tool
Use the developed or adopted competencies to conduct a rigorous selection process to identify teachers and staff who possess the knowledge, ability, and skills necessary to support all students in a school turnaround environment. Using the set of competencies, conduct all of the following activities:				
Screen all existing teachers and staff	1. Evaluations and observations will adhere to the process agreed upon by all the collective bargaining units 2. Adhere to the improvement plan procedures outlined by all the collective bargaining units for any teachers or staff who do not possess the desired skills or capacity.	1. 11/2016 - 06/2021 2. 11/2016 - 06/2021	1. Principal, HR 2. Principal, HR	1. Evaluation process 2. Evaluation process, improvement plans
Retain teachers and staff who exemplify the competencies	1. Retain all teachers and staff who exemplify the desired competencies. 2. Place teachers and staff on improvement plans that do not exemplify the desired competencies.	1. 11/2016 - 06/2021 2. 11/2016 - 06/2021	1. Principal, HR 2. Principal, HR	1. Evaluation process 2. Evaluation process, improvement plans
If necessary, hire new teachers and staff	Hire additional teaching staff as needed to support the instructional program to ensure our students are not in split grade classes.	07/2017 - 06/2021	Principal, HR	Employment contracts, enrollment numbers
Provide high-quality, relevant increased learning time opportunities that are collaborative and meaningful, and help foster student achievement and content mastery.				
Type(s) of increased learning time	In all instances of increased learning time opportunities, students will be given a pre and post diagnostic to determine growth. The current diagnostic assessment used is iReady. 1. Provide summer school for 5 weeks/5 hours per day, Monday-Thursday taught by credentialed teachers. One teacher per grade level as needed based on enrollment with no minimum student to teacher ratio and a maximum of 20:1 per class 2. Hire summer school administrator 3. Provide teacher led after school tutoring for students identified as academically deficient determined during teacher collaboration meetings. 4. To the extent possible, develop a Saturday School program to provide additional learning taught by teachers for students in most need. 5. To the extent possible per SCTA, provide Extended Day Kindergarten to a small targeted group of students identified as academically deficient determined during teacher collaboration meetings. Kindergarteners' progress in Extendend Day could be monitored using an age appropriate assessment other than iReady. 6. Expand after school program or pursue providers that can incorporate academic tutoring beyond help with homework.	1. 06/2017 - 06/2021 2. 09/2017 - 06/2021 3. 09/2017 - 06/2021 4. 09/2017 - 06/2021 5. 06/2017 - 06/2021 6. 11/2016 - 06/2021	1. Principal 2. Principal, HR 3. Principal 4. Principal, Assistant Superintendent 5. Principal, HR 6. Principal, SCUSD Youth Development	1. Summer school schedule, assessment scores, 2. Emploment contract 3. afterschool tutoring rosters, assessment scores, teacher stipends 4. Saturday School rosters, assessment scores, teacher stipends 5. Teacher stipend, extended day roster 6. Afterschool program MOU
SD 04: Student Non-Academic Support				
Based on identified needs, provide appropriate social-emotional and community-oriented services and supports for students. Choose three or more of the following:				
Implement an integrated social support network	Many of the Harkness community of parents and students have historically been faced with many adversities. A large contigency is here illegally and often are remiss in seeking help with outside agencies for even the most basic services. Many of the students live with individiduals with criminal records, mental health issues, limited education, or substance abuse. Often children come to school malnutritioned or with untreated illness or ailments. The students come to school to pursue their education and escape from the daily trauma they are confronted with, but often do not have the skills to cope, thus hindering their ability to achieve academically at the same rate as their SCUSD peers. 1. Provide a comprehensive physical, social, and mental health support system for students and parents by hiring a school psychologist, Student Support Center coordinator, social worker, and school nurse. 2. Purchase a facility (portable classroom) and cover all ancsillary costs for installation for these staff to deliver services confidentially and in a central location away from the school office. 3. Create "sensory smart" classrooms for students who would benefit from sensory integration or occupational therapy. 4. Partner with Healthy Behaviors Initiative (HBI) to work with the afterschool program and become a certified Healthy Behaviors Center.	1. 09/2017 - 06/2021 2. 06/2017 3. 07/2016 - 06/2021 4. 09/2017 - 06/2021	1. Principal, HR 2. Principal, Assistant Superintendent, SCUSD Facilities Support Services 3. Principal 4. Principal, SCUSD Youth Development, Student Support Coordinator	1. Employment contracts 2. Portable classroom purchase order, installation service agreement 3. Equipment audit, purchase orders 4. HBI MOU, Certification documents

Develop regular communication and implement a check in system that addresses students' needs	1. The coordinator would be charged with managing the support center and all responsibilities therein, such as, regular communication with the principal, staff, student, and parents; and facilitating SSTs. 2. Utilize the Student Support Center referral to initiate the documentation of student services, interventions, and progress. 3. School nurse will conduct routine general health checks to ensure students are healthy and minimize poor attendance. 4. School nurse will Support Center staff will address chronically absent students and make appropriate medical or social welfare referrals. 5. To prevent overlooking students, the Student Support Center staff will hold weekly check-ins to review attendance data, follow-up on interventions, and review files of students with recurring behavioral	1. 09/2017 - 06/2021 2. 09/2017 - 06/2021 3. 09/2017 - 06/2021 4. 09/2017 - 06/2017	1. Principal 2. Student Support Center Coordinator 3. Principal, Student Support Coordinator 4. Principal, Student Support Coordinator 5. Principal	1. communication memos/notes 2. referral files 3. health records 4. referral files 5. communication memos/notes
Implement strategies and opportunities for ongoing student engagement	1. Expand student leadership opportunities by using programs such as Leader in Me, modeled after the 7 Habits of Highly Effective People. The program is rooted in the belief that every person; student, parent, and staff member, is a leader and should be given ample opportunities to demonstrate leadership and recognized for it. 2. Provide transportation and cost of fieldtrips for students for increased engagement and connection to the overall learning experience. 3. Hold cultural events such as assemblies, art shows, drama and musical performances, and food festivals. 4. Organize college visits to promote a college-going culture.	1. 09/2017 - 06/2021 2. 09/2017 - 06/2021 3. 09/2017 - 06/2021 4. 09/2017 - 06/2021	1. Principal 2. Principal 3. Principal, Assistant Principal 4. Principal, Assistant Principal	1. Leader in Me MOU 2. Fieldtrip itineraries, transportation invoice 3. Event program 4. College visit itinerary
Implement social and emotional program(s) and services	1. Implement the SPARK framework with the help of Student Support Center. SCUSD developed this framework for improving school environment by focusing on social emotional learning, positive relationships, analysis of data, restorative practices, and kindness. SPARK also promotes the intergration of PBIS. 2. Purchase Smart Boards, and all other necessary equipment for every classroom to implement creative/interactive SEL lessons provided by Class Dojo 3. Provide etiquette classes 4. Hold small group counseling sessions for varied topics of need determined by SPARK analysis of data and Student Support Center referral analysis. 5. Establish partnership with outside organization to mentor girls, such as the current 100 Black Men mentorship program for boys.	1. 09/2017 - 06/2021 2. 09/2017 - 06/2021 3. 07/2017 4. 09/2017 - 06/2021 5. 09/2017 - 06/2021	1. Principal, Assistant Principal, Student Support Coordinator 2. Student Support Coordinator 3. Principal 4. Student Support Coordinator 5. Principal	1. SPARK framework, meeting agendas/minutes 2. Class roster 3. Purchase orders, SEL lessons 4. Session topics, agenda, roster 5. Mentoring program MOU, meeting dates, roster
Implement strategies to improve school climate	1. Teach students and adults the competencies and common vocabulary to address the climate in the classroom, the school, and the community using agreed upon SEL curriculum (such as Leader in Me). Provide opportunities for students to practice these skills by participating in school-wide programs. 2. Offer structured intramural sports during lunch recess 3. Provide a schoolday visual and performing arts program for students to receive instruction 30 minutes a week. Hire visual and performing arts teacher and staff for said programs. 4. Expand the afterschool sports program, and plan more school-community events. 5. Purchase equipment and resources for classrooms that are universally designed to meet the needs of students who might benefit from sensory integration therapy determined via a Student Success Team meeting or as recommended by network within the Student Support Center. 6. Hold student assemblies to foster an anti-bullying culture, drug and alcohol free zone, and a college-going culture among other topics of need. 7. Purchase playground equipment to engage students during non-instructional time and prevent conflicts due to limited access to equipment.	1. 09/2017 - 06/2021 2. 09/2017 - 06/2021 3. 07/2017 - 06/2021 4. 09/2017 - 06/2021 5. 09/2017 - 06/2021 6. 09/2017 - 06/2021 7. 09/2017 - 06/2021	1. Principal, Assistant Principal, Student Support Coordinator 2. Princpal 3. Principal, HR 4. Principal 5. Principal 6. Principal, Assistant Principal, Student Support Coordinator 7. Principal	1. SEL curriculum 2. Lunch sports list/roster 3. Employment contract 4. Sports roster, event program 5. Purchase orders, SST documents 6. Assembly program/flyer 7. Purchase orders
Implement ways to improve school discipline	1. School discipline policies will be reviewed and aligned to the SPARK framework. 2. A full-time attendance clerk will be hired to maintain and report discipline and attendance data. The clerk will support the Assistant Principal. 3. Hire 4 part-time campus monitors to support the prevention of school disruptions and maintain the safety of all students during non-instructional time. 4 Provide campus monitors clearly and easily identifiable uniforms to ensure students, parents, and staff can locate them for assistance. 5. Provide campus monitors with the proper equipment to expedite communication. 6. Install a comprehensive surveillance camera security system to assist in the resolution of conflicts, disagreements, disputes, and representation of facts. 7. Create a referral-based program (In-house suspension) for students to receive instruction in restorative skills, mentoring, and academic support during non-instructional time, which can serve in lieu of home suspension. Hire staff to provide said services during non-instructional time. 8. Promote effective classroom management skills by communicating high expectations, providing positive behavior incentives, and defining consequences that are clear and consistent. 9. Provide support for teachers who do not possess or struggle with classroom management.	1. 11/2016- 06/2021 2. 11/2016 - 06/2021 3. 09/2017 - 06/2021 4. 09/2017 - 06/2018 5. 09/2017 - 06/2018 6. 07/2017 7. 09/2017 - 06/2021 8. 11/2016 - 06/2021 9. 11/2016 - 06/2021	1. Principal, Assistant Principal, Spark team 2. Principal, HR 3. Principal, HR 4. Principal 5. Principal 6. Principal, SCUSD Technology Dept 7. Principal, Assistant Principal, HR 8. Principal, Assistant Principal 9. Principal, Assistant Principal	1. Parent/student handbook 2. Employment contract, attendance/discipline records 3. Employment contracts 4. Purchase orders 5. Purchase orders 6. Purchase orders 7. Program files/policy, Employment contract 8. Positive behavior plan, discipline policies 9. observation notes, classroom mgmt training

SD 05: Family and Community Engagement

Based on identified needs, provide ongoing mechanisms for family and community engagement. Choose three or more of the following:

Implement or improve a system of regular communication with parents/guardians	1. Improve current systems of communication such as: school website, monthly newsletter, parent/principal sessions, and family nights, PBL showcase nights, home visits, and parent/teacher conferences by ensuring as much communication as possible is available in predominant home languages. Hire translators as needed. 2. Identify additional forms of communication for parents to determine as best modes of communication, then implement based on their suggestions/requests. Examples include: Class Dojo, School App, Mail instead of Backpack method, and group texting services. 3. Assist families who need it the most by persistent follow-up, provide services through partnership with school site, counseling, health, recreation, job training and other areas as needed.	1. 01/2017 - 06/2021 2. 11/2016 - 06/2021 3. 11/2016 - 06/2021	1. Principal, Assistant Principal, HR 2. Principal 3. Principal, Assistant Principal	1. Newsletters, website portal 2. Parent survey, translator per diems 3. Phone logs, services files
Foster a welcoming school environment	A welcoming school enviroment can be created in a variety of ways. However, it rests on the perception of parents and the communities to feel welcome, thus in all instances parent surveys will be used to guage the perception of the school enviroment . 1. Create opportunities for parents and community members to take part in maintaining a welcoming school environment such as: a community garden, school beautification, and volunteerism. 2. Provide free fingerprinting services to maximize volunteering ability. Review current organizational practices and ensure services, communication, and access to personnel is efficient and courteous. 3. Elicit parent input about their perception of the school environment. 4. Ensure classrooms, school office, and grounds are clean and appealing to instill pride in the school community, by purchasing furniture or accessories such as area rugs, display cases, or office lobby furniture 5. Post welcome sign in all languages 6. Display student work throughout the school 7. Provide benches, shade trees, and clean areas for parents to wait for children at dismissal. 8. Create bulletin board advertising parent involvement opportunities, displaying photos of recent events. 9. Ensure Parent Resource Room is a comfortable room for parents. 10. Provide food, beverages, childcare, and incentives as needed in meetings where parent participation might be hindered otherwise.	1. 09/2017 - 06/2021 2. 11/2016 - 06/2021 3. 11/2016 - 06/2021 4. 07/2017 - 06/2018 5. 11/2016 - 06/2021 6. 07/2017 - 06/2021 7. 07/2017 - 06/2018 8. 11/2016 - 06/2021 9. 11/2016 - 06/2021 10. 11/2016 - 06/2021	1. Principal, Parent Resource Staff 2. Principal 3. Principal, Parent Resource Staff 4. Principal 5. Principal 6. Principal 7. Principal 8. Principal, Parent Resource Staff 9. Principal 10. Principal, Parent Resource Staff	1. List of projects 2. Volunteer list, fingerprinting list 3. Parent surveys 4. Purchase orders, Grounds inspection 5. Grounds inspection 6. Grounds inspections, student work 7. Purchase orders, grounds inspection 8. Grounds inspection, list of volunteer opportunities 9. Grounds Inspection 10. Purchase orders, meeting sign-ins, childcare per diems
Develop a family engagement team of administrators, staff, and teachers	Assistant Principal and Student Support Center will support the current Parent Resource Room to lead the community engagement effort by include parents in the family engagement team to ensure we hear from them what their needs are.	11/2016 - 06/2021	Principal	list of parent resources and list of engagement team members
Develop a partnership culture with families and students	1. Expand the Home Visit project and provide additional parent classes to build upon the current workshops and trainings offered in the Parent Resource Room. 2. In partnership with current Parent Resource Center, school nurse will provide support for families and teach general health tips to keep kids in school and support families with locating and using community resources. 3. Actively promote and support an active PTO.	1. 09/2017 - 06/2021 2. 09/2017 - 06/2021 3. 11/2016 - 06/2021	1. Principal, Parent Resource Staff 2. Principal, Student Support Center Coordinator 3. Principal	1. Workshop/classes sign-ins 2. Class sign-ins 3. PTO membership and elected officers
Identify communication barriers and implement strategies for removing the identified barrier	1. Full time attendance clerk will maintain current and accurate parent contact information and preferred language. 2. Provide communication in high frequency second languages, provide access to translators as needed, and to the extent possible, hire bilingual staff. 3. Provide ESL classes, parent leadership classes, and other courses to build parent-school communication capacity. 4. Teach parents basic computer classes to build their capacity to use the SCUSD student database Infinite Campus, and other websites, to support their ability to be informed about the education of their children. 5. Conduct a parent orientation for new parents	1. 11/2016 - 06/2021 2. 09/2017 - 06/2021 3. 09/2017 - 06/2021 4. 09/2017 - 06/2021 5. 08/2017 - 06/2021	1. Principal, Assistant Principal 2. Principal, Parent Resource Staff 3. Principal 4. Principal, Parent Resource Staff 5. Principal, Parent Resource Staff	1. Attendance records, employment contracts 2. Translator per diems 3. Class sign-ins 4. Class sign-ins 5. Orientation sign-in

SD 06: Support and Oversight

Update an existing or adopt a new governance structure which may include, but is not limited to, requiring the school to report to a new "turnaround office" with a newly hired "turnaround leader" in the LEA that directly supports SIG implementation

Update or identify a new governance structure	Under a new governance structure, SIG-funded schools will report directly to a newly-hired Turnaround Director (during grant years 2-4) who will support the schools in implementing the CA SDIM. The Turnaround Leader will be part of the district's Schools Office, reporting to Lisa Allen, Deputy Superintendent. The Turnaround Director will collaborate closely with SCUSD's Strategy and Innovation Office to assist the SIG schools over the 5-year funding period. The Strategy and Innovation Office is led by Chief Strategy Officer Dr. Al Rogers. The Office also includes includes an Assessment Coordinator, Student Outcomes Coordinator, Program Evaluation Coordinator, and LCAP/Strategic Plan Coordinator, among other staff. Each SIG school will also receive ongoing, intensive technical assistance and related support from an external Lead Partner organization, Sacramento County Office of Education.	11/2016-06/2021	SCUSD Deputy Superintendent, SCUSD Chief of Startegy & Innovation, SCUSD Turnaround Director	Meeting agendas and meeting notes
Grant the principal sufficient operational flexibility to fully implement a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates				
Grant the principal operational flexibility	1. Weekly Common Planning Time will be used to debrief, articulate, and share effective practices with colleagues. 2. Principal is actively involved in all aspects of the budget related to this grant. 3. Hire the following FTE staff: Assistant Principal, School Psychologist, Additional Special Education Teacher with instructional aide, Student Support Center Coordinator, Social Worker, and School Nurse to address inclusive practices, social emotional learning and wellness; ELA Coach, Math Coach, Academic Support Teachers, Art/Music Teacher to support teaching and learning; Campus security and attendance clerk to support school safety and attendance monitoring; and any/all staff approved by the Turnaround Director and agreed upon by the governance structure 4. Purchase necessary facilities (1 portable) to ensure additional staff has the capacity to provide services efficiently, privately, and confidentially.	1. 11/2016-06/2021 2. 11/2016 - 06/2021 3. 11/2016 - 06/2021 4. 11/2016 - 06/2017	1. Principal 2. Assistant Superintendent, Turnaround Director 3. Principal, HR 4. Principal, Facilities Dept.	1. Meeting notes 2. School visit notes 3. Hiring records, employment contracts 4. Purchase orders, grounds inspection
Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA or a designated external lead partner organization				
Provide technical assistance	The Turnaround Director, Area Assistant Superintendent, Principal and SCOE representative will establish an ongoing meeting schedule to identify and discuss technical assistance needs	11/2016-06/2021	Turnaround Director, Area Assistant Superintendent, Principal, SCOE	Meeting agendas and meeting notes
Identify and implement LEA support and oversight	SCUSD will establish a "SIG Monitoring Team" which will consist of key members including site Principals, Area Assistant Superintendents, a Turnaround Director, Data Analysts, Budget Personnel, and Technology Specialists.This team will be responsible for ongoing, active monitoring of the SIG implementation.	11/2016-06/2021	SIG Monitoring Team	Implementation chart

SIG Form 2a—Planning and Other Pre-implementation Activities For a Tier I or Tier II School		
LEA Name: Sacramento City Unified School DIstrict		Date: 09/2016
School Name: John Still K-8 School		
Actions and Activities	**Start and End Dates MM/YYYY**	**Description of how those activities will lead to successful implementation of the selected intervention**
Notify and engage school Community upon receipt of SIG Grant	11/2016-06/2017	Inform and notify staff, families, community partners in order to solicit input and define roles.
Perform schoolwide needs assessment	01/2017-06/2017	Gather input from staff, families, and community partners. Study and share data (Community Needs Assessment; School Climate Data; State, District, and Site-Level Assessments) to plan for successful implementation of California State-Determined Inplementation Model (CA SDIM). Develop School-wide Student Learning Profile (SLP) aligned with CCRS across grade-level cohorts K-2, 3-5, 6-8.
Schedule/provide professional learning opportunities for Planning Year	01/2017-06/2018	Expand professional learning around ELD Pedagogical practices via i3/West Ed. (grant), SEL, Technology Integration, Co-Teaching model, and ELA/Math instruction and assessment. Include training for schoolwide leadership development, as well as Integration of visual and performing arts.
Meet with district-determined External Provider	01/2017-06/2017	Collaborate with External Provider to plan and develop a scope and sequence for successful implementation of CA SDIM.
Identify roles and begin hiring staff for Implementation Year 1	01/2017-06/2017	Build staffing necessary to support CA SDIM focus areas II, III, IV. Survey staff to determine flexible credentialing to maximize learning opportunities for students.
Purchase curriculum, licenses, and materials	01/2017-06/2017	Provide materials and learning opportunities that foster student achievement and content mastery.
Essential school upgrades	01/2017-06/2017	Invest in facilities upgrades to support 21st Century Learning and provide the optimal learning environment.

Form 2b—State-determined Intervention Implementation Chart for a Tier I or Tier II School					
LEA Name: Sacramento City Unified School District			**Date: 09/2016**		
School Name: John Still K-8 School					
Required Component	**Strategy/Evidence-based Strategy**	**Start and End Dates (MM/YYYY)**	**Oversight**	**Description of Evidence**	

Required Component	Strategy/Evidence-based Strategy	Start and End Dates (MM/YYYY)	Oversight	Description of Evidence
SD 01: Required Partnership				
Partner with the local educational agency's (LEA's) local county office of education, or local educational agency's Regional System of District and School Support Lead County Office of Education or The California Collaborative				
Selecting the Lead Partner	SCUSD has selected an External Provider with whom the district has a long-standing relationship.	01/2017 - 06/2021	SCUSD Cabinet	MOU
Name of Lead Partner	Sacramento County Office of Education (SCOE)			
SD 02: Leadership Effectiveness				
Develop or adopt leadership competencies that address the following elements: (1) systems thinking and sustainable outcomes; (2) capacity building and community; (3) results-oriented problem solving; (4) influence and team				
Develop or adopt leadership competencies	Principal Reginald Brown was moved to John Still in 2013-2014 school year as an administrator who demonstrates the knowledge, commitment, ability, and skills necessary to lead school turnaround efforts.	2013 - Ongoing	SCUSD Area Assistant Superintendent	Employment Contract
Use the developed or adopted competencies to conduct a rigorous selection process to identify school leaders who possess the knowledge, ability, and skills necessary to lead school turnaround efforts and replace or retain				
Assess the candidate's potential fit with the school and success with prior turnaround efforts	N/A			
Implement multiple steps in the selection process	N/A			
Develop new recruitment strategies and a new leadership job description that aligns with the school's improvement goals and expectations	N/A			
Develop a prioritized set of selection criteria and rubrics	N/A			
Utilize competency-based and job-characteristic interview questions	N/A			
Replace or retain the current principal	Reginald Brown will be retained as principal as he demonstrates the following competencies: systems thinking and sustainable outcomes; capacity building and community; results-oriented problem solving; influence and team development; and personal effectiveness.	2013-ongoing	SCUSD Area Assistant Superintendent	Employment Contract
Provide customized and ongoing, outcome-driven, professional development (PD) opportunities to strengthen leadership practice and build leadership capacity.				
Identify professional development needs	Through data analysis, identified needs will determine professional development necessary to strengthen leadership practice and build leadership capacity both for principal and the leadership team.	07/2017 - 06/2021	Area Assistant Superintendent,Turnaround Director, SCOE	District and School Data, sign-in sheets, informal and formal evaluations
Develop and Implement outcome-driven PD opportunities	SCUSD will provide twice monthly professional development opportunities and collaborative team meetings for principals. Additional individualized support is provided by an Area Assistant Superintendent.	07/2017 - 06/2021	Area Assistant Superintendent,Turnaround Director, SCOE	District and School Data, sign-in sheets, informal and formal evaluations
Name and content of PD	SIG school leaders will meet monthly to cross-collaborate on CA SDIM outcome data.	07/2017 - 06/2021	Area Assistant Superintendent,Turnaround Director, SCOE	District and School Data, sign-in sheets, informal and formal evaluations
Promote the use of continuous feedback that is connected to professional learning opportunities and supports ongoing learning and improvement for school principals				
Provide opportunities for continuous feedback and ongoing learning	Continue and expand practices surrounding school-wide instructional rounds for school leaders to provide feedback and ongoing learning. Utilization of wide range of data points to help support procedures and practices that support a strong SEL classroom.	07/2017 - 06/2021	Area Assistant Superintendent,Turnaround Director, SCOE	District and School Data, sign-in sheets, informal and formal evaluations
Optional: An LEA may also implement one or more of the following strategies based on identified needs:				

Create and implement career pathways for leadership to expand leadership capacity and set the stage for sustainability	N/A			
Promote opportunities for sharing leadership expertise to strengthen teamwork, process lessons learned, and identify successful approaches to needed change and continuous improvement	N/A			
Promote labor-management collaboration to enable innovation in educator roles, responsibilities, and compensation systems	N/A			

SD 03: Teaching and Learning

Complete a comprehensive needs assessment of the instructional program

Identify instructional program goals and objectives	Main instructional program goals to continuing the instructional shift so that ELA/Math Common Core standards are integrated into Social Science, Physical Education, Visual and Performing Arts, Technology, and Consumer Science. We have made considerable impact with our Balanced Literacy, cross-curricular embedded ELD instruction in alignment with West Ed./SCUSD i3 Grant, and a focus on math instruction in alignment with the SCUSD math focus. We intend to utilize the process of collaboration with lesson design and data analysis so that we can gather evidence of cross curricular gains in both ELA and Math. Utilizing the districts implementation of the Next Generation Science Standards we want to be able to provide our teachers the ability to offer Problem Base Learning to allow us to develop a well rounded STEAM approach that will support our goals of developing systems thinking in the classroom.	07/2017 - 06/2021	Principal, Instructional Coaches, Teachers, Site Leadership Team, Turnaround Director, Area Assistant Superintendent	SPSA, LCAP
Assess current and actual levels of implementation	Analyze classroom observation data and survey staff to determine current implementation levels.	07/2017 - 06/2021	Principal, Instructional Coaches, Teachers, Site Leadership Team, Turnaround Director, Area Assistant Superintendent	Staff Survey, Classroom Observations Forms, lesson plans, unit design
Determine discrepancies or gaps in program effectiveness	During weekly collaborative planning time (CPT) sessions, staff will refine evidence-based strategies to examine student work samples, formative and summative assessments looking for trends and patterns relative to strengths, weaknesses and needs.	07/2017 - 06/2021	Principal, Instructional Coaches, Teachers, Site Leadership Team, Turnaround Director, Area Assistant Superintendent	CPT minutes, student work samples, student learner profiles
Prioritize needs	The site leadership team will consider formative and summative assessment data along with outcomes of staff and community partners survey data to determine and prioritize school-wide areas of focus.	07/2017 - 06/2021	Principal, Instructional Coaches, Teachers, Site Leadership Team, Turnaround Director, Area Assistant Superintendent	PD minutes, Leadership Team minutes, student learner profiles

Implement an instructional program aligned with California State Standards in at least one full academic content area (including professional learning for all educators) that meets the needs of all students in the school, including but not limited to, socio-economically disadvantaged students, English language learners, and students who receive special education services

Use student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction and programs in order to meet the academic needs of individual students.	Continued use of Grade level instructional plans in ELA/Math that clearly identify instructional strategies to support our ELD population and our non proficient students. •Utilize data analysis of common assessments to guide instructional practices, intervention, and professional development. •Utilize our ongoing benchmark assessments to guide Tier 1/2 instruction. •Provide in depth analysis of student performance by standard when CAASPP results are released. •Analyze subgroup performance to identify strengths and weaknesses. Analyze academic benchmark and CAASPP results. •Utilize weekly collaborative planning time to ensure plans have been implemented with fidelity and are aligned with needs. •Coordinate co-teaching and interventions to meet the academic needs of individual students and teacher professional learning.	07/2017 - 06/2021	Principal, Instructional Coaches, Teachers, Site Leadership Team, Turnaround Director, Area Assistant Superintendent	Academic Data, CPT Minutes, leadership team minutes, student learner profiles

Provide and ensure staff attend ongoing, high-quality and job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school or differentiated instruction)

Align with the school's comprehensive instructional program	Professional learning will occur during weekly school-wide common planning time and through embedded one-one coaching support encompassing the following currently utilized evidence-based approaches: • Inclusive Practices • Inquiry Based Learning • Integrated and Balanced Literacy • Math Mastery and the instructional shifts therein (PD implementation plan)	07/2017 - 06/2021	Principal, Instructional Coaches, Teachers, Site Leadership Team	SPSA, LCAP, CPT minutes, MATH/ELA Plans
Design with school staff to ensure they are equipped to facilitate effective teaching and learning	The site leadership team, which includes teachers, will coordinate and evaluate professional learning opportunities based on datawise practices and instructional rounds. Each grade level will be provided with all the instructional resources to meet the needs of all students providing universal access. All staff will be provided with the necessary training and support to facilitate the co teaching model in all of our classrooms.	07/2017 - 06/2021	Principal, Instructional Coaches, Teachers, Site Leadership Team	CPT minutes, Leadership Team minutes
Promote continuous improvement and feedback that supports ongoing learning	Arrange schedules and release time/structured preparation time for teaching staff to meet with academic coaches and site leadership to debrief, articulate, and share and refine effective practices that promote continuous improvement and ongoing learning. Utilize technology to provide our staff with ongoing coaching and support.	07/2017 - 06/2021	Principal, Instructional Coaches, Teachers, Site Leadership Team	CPT minutes, Leadership Team minutes

Implement, to the extent practicable, in accordance with this model, one or more evidence-based strategies

Identify and select evidence-based strategies	The following evidence based strategies will be continually developed and implemented as part of a comprehensive instructional program: • Inclusive Practices • Inquiry Based Learning • Integrated ELD Strategies in alignment with West Ed. i3 Grant • Balanced Literacy approach cross curricluar • Math Mastery and the instructional shifts therein	07/2017 - 06/2021	Principal, Instructional Coaches, Teachers, Site Leadership Team	CPT minutes, Leadership team minutes, Lesson plans, unit design, student learning profiles

Optional: An LEA may also implement one or more of the following strategies based on identified needs:

Developed or adopt a set of local competencies that include the following elements: (1) commitment to students and improved teaching and learning; (2) results-oriented outcomes and problem solving; (3) developing community; and (4) personal effectiveness

Develop or adopt teaching competencies	Collaboratively develop common instructional practices that address the needs of our students, but also fit into our instructional practices to support a well balanced instructional program that has an empirical RTI plan aligned. Work to develop multiple indicators that help both teacher and student identify the path to proficiency from K-8th grade. Develop a new process to utilize this data to better student progress communicate with students,families, and other audiences.	07/2017 - 06/2021	Principal, Instructional Coaches, Teachers, Site Leadership Team	Lesson Plans, Unit Design, MDT minutes, grade-level ELD plans, SPSA, SST/IEP, CPT minutes, multiple data points, student learning profiles

Use the developed or adopted competencies to conduct a rigorous selection process to identify teachers and staff who possess the knowledge, ability, and skills necessary to support all students in a school turnaround environment. Using the set of competencies, conduct all of the following activities:

Screen all existing teachers and staff	N/A			
Retain teachers and staff who exemplify the competencies	All current teachers currently exemplify the competencies necessary for effective practice.	07/2017-06/2021	Principal, SCUSD Human Resources	Employment Contract
If necessary, hire new teachers and staff	N/A			

Provide high-quality, relevant increased learning time opportunities that are collaborative and meaningful, and help foster student achievement and content mastery.

Type(s) of increased learning time	The school will utilize a Tier 3 RTI model to provide our students with instruction that offers acceleration and interventions that are aligned with their grade level CCSS and ELD plans. The school will also utilize a strategic intervention designed by teachers to meet the needs of students. This includes: after-school tutoring Monday-Wednesday for one hour each day, an eight-week Saturday school small-group reading intervention program taught by classroom teachers, and a six-week Summer School program focusing on literacy intervention taught by classroom teachers.	07/2017 - 06/2021	Principal, Instructional Coaches, Teachers, Site Leadership Team	Summer and Saturday school pre/post assessment data, Student Learner Profiles, CELDT/SBAC data

SD 04: Student Non-Academic Support

Based on identified needs, provide appropriate social-emotional and community-oriented services and supports for students. Choose three or more of the following:

Implement an integrated social support network	Expand our Multidisciplinary Team (MDT) to include: a full-time Behavior Intervention Specialist, a full-time HIPPO MD School Nurse, a Student Support Services Coordinator, a full-time school Social Worker, and a full time Parent Advisor to provide additional tier II and tier III supports within Positive Behavioral Interventions and Supports (PBIS), Social Emotional Learning (SEL), and Restorative Practices (RP). Our school is currently utilizing these approaches in order to provide a Full-Service Community Schools Program.	07/2017 - 06/2021	Principal, Instructional Coaches, Teachers, Site Leadership Team, MDT	MDT minutes, leadership team minutes
Develop regular communication and implement a check in system that addresses students' needs	The MDT will meet bi-weekly to monitor data, discuss student needs, and introduce or refine interventions. Communication between MDT, site leadership, community partners, teachers, staff and families will be facilitated by the more comprehensive team.	07/2017 - 06/2021	Principal, Instructional Coaches, Teachers, Site Leadership Team, MDT	MDT minutes, leadership team minutes
Implement strategies and opportunities for ongoing student engagement	With a current attendance rate of less than 94%, school-wide initiatives and awareness around the importance of attendance will be expanded. Tier 1 SEL practices and curriculum will be broadened school-wide in order to increase student engagement. Site-base ELA and Math coaches will integrate SEL and Culturally-Responsive practices into the academic construct.	07/2017 - 06/2021	Principal, Instructional Coaches, Teachers, Site Leadership Team, MDT	Attendance data, school climate survey, academic assessment results, behavior data
Implement social and emotional program(s) and services	Develop a robust Student Support Center to provide additional mental health counseling and referrals, medical/dental/vision referrals, case management, and site-based counseling and support groups.	07/2017 - 06/2021	Principal, Instructional Coaches, Teachers, Site Leadership Team, MDT	Referrals, case management records, behavior data
Implement strategies to improve school climate	Through SEL and RP, strengthen classroom and school climate and provide opportunities for students to practice and learn competencies and skills through the following: Structured Recess Program, Art and Music programs within the school day, and continue to grow after-school enrichment programs with community partners.	07/2017 - 06/2021	Principal, Instructional Coaches, Teachers, Site Leadership Team, MDT, Art and Music teachers, afterschool directors, structured recess coordinator	Student surveys, assessment results, attendance, behavior data
Implement ways to improve school discipline	Utilize the SPARK and Leadership Teams' current work ensuring fidelity in the implementation of PBIS, SEL, RP and address Board Policy and new Administrative Regulations around equitable practices for school discipline. The school will hire a full-time Attendance Clerk to record, monitor, and report attendance and discipline data to contribute to the MDT's work.	07/2017 - 06/2021	Principal, Instructional Coaches, Teachers, Site Leadership Team, MDT	PBIS assessment data, attendance data, suspension reports

SD 05: Family and Community Engagement

Based on identified needs, provide ongoing mechanisms for family and community engagement. Choose three or more of the following:

Implement or improve a system of regular communication with parents/guardians	Along with community partners, we will: •Create opportunities for authentic engagement through activities such as: weekly coffee and conversations, family nights, and student showcase events. •Continue utilizing the Heritage Nights to provide parents an opportunity to share their thoughts and ideas about sharing their culture in our community. •Utilize a Parent University model to support the needs of our families and develop strong community leadership. •Provide our parents to participate in programs that support lifelong learners. •Utilize communication design that supports feedback loops so all stakeholders have multiple ways to share their thoughts and ideas.	07/2017 - 06/2021	Principal, Asst. Principal, Community Liaison, School2Home	School2Home training agendas, event agendas, sign-in sheets

Foster a welcoming school environment	We will increase family and community participation in School Site Council (SSC), ELAC, Heritage Committees, volunteering opportunities, and school events. Our site will provide a wide range of educational and enrichment support to meet the needs of our community.	07/2017 - 06/2021	SSC members, community liaison, principal	SSC minutes, volunteer sign-in sheets, teen center sign-in sheets, student support center sign-in sheets
Develop a family engagement team of administrators, staff, and teachers	Teachers and principals will continue to utilize our Home Visit project to connect the Student Support Center, HippoMD Nurse, and educational support services (Tier 2 and 3 resources)	07/2017 - 06/2021	Teachers, principal	FTAT agendas/sign-in sheets
Develop a partnership culture with families and students	Faculty and staff will utilize all of our wraparound services to support students and families through our Student Support Center. We will continue to engage our parents through formal and informal meetings. We have had success with our Heritage meetings for our Hmong, Hispanic, and African American families. We will work with our families to organize an event that will begin with lessons in the classrooms and cumulate with a large celebration and performance in the evening.	07/2017 - 06/2021	SHRA, FACE, community liaison, Student Support Center Coordinator, principal	Participant registration
Identify communication barriers and implement strategies for removing the identified barrier	Our Parent Adviser will assist with ongoing updating of parent contact information. Additional duties will include maintaining school website and Facebook page and communicating with families through text messaging and home visits as needed.	07/2017 - 06/2021	Community liaison, Student Support Center Coordinator, principal	Website, Facebook page, Infinite Campus records, home visit logs

SD 06: Support and Oversight

Update an existing or adopt a new governance structure which may include, but is not limited to, requiring the school to report to a new "turnaround office" with a newly hired "turnaround leader" in the LEA that directly supports SIG implementation

Update or identify a new governance structure	Under a new governance structure, SIG-funded schools will report directly to a newly-hired Turnaround Director (during grant years 2-4) who will support the schools in implementing the CA SDIM. The Turnaround Leader will be part of the district's Schools Office, reporting to Lisa Allen, Deputy Superintendent. The Turnaround Director will collaborate closely with SCUSD's Strategy and Innovation Office to assist the SIG schools over the 5-year funding period. The Strategy and Innovation Office is led by Chief Strategy Officer Dr. Al Rogers. The Office also includes includes an Assessment Coordinator, Student Outcomes Coordinator, Program Evaluation Coordinator, and LCAP/Strategic Plan Coordinator, among other staff. Each SIG school will also receive ongoing, intensive technical assistance and related support from an external Lead Partner organization, Sacramento County Office of Education.	01/2017-06/2021	SCUSD Deputy Superintendent, SCUSD Chief of Startegy & Innovation, SCUSD Turnaround Director	Meeting agendas and meeting notes

Grant the principal sufficient operational flexibility to fully implement a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates

Grant the principal operational flexibility	1. Weekly Common Planning Time will be used to debrief, articulate, and share effective practices with colleagues. 2. Principal is actively involved in all aspects of the budget related to this grant. 3.Hire the following FTE staff: Primary grade Support ELA support teachers (3), Math Training specialist to support co-teaching model for the intermediate grades, Science Training specialist to support co-teaching model for K-6th grade, Behavior Intervention Specialist, MS Intervention Teacher (Read 180), Artist in residency (2), Home economics Teacher, and Multi Media Teacher.	07/2017 - 06/2021	Principal, Assistant Principals, Instructional Coaches, Teachers, Site Leadership Team, Teachers	Assessment data reported in Student Learner Profile (SLP), developed to report vertically aligned assessments that are early indicators of proficiency. The SLP will be aligned with the CCR

Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA or a designated external lead partner organization

Provide technical assistance	The Turnaround Director, Area Assistant Superintendent, Principal and SCOE representative will establish an ongoing meeting schedule to identify and discuss technical assistance needs	02/2016-06/2021	Turnaround Director, Area Assistant Superintendent, Principal, SCOE	Meeting agendas and meeting notes
Identify and implement LEA support and oversight	SCUSD will establish a "SIG Monitoring Team" which will consist of key members including site Principals, Area Assistant Superintendents, a Turnaround Director, Data Analysts, Budget Personnel, and Technology Specialists.This team will be responsible for ongoing, active monitoring of the SIG implementation.	02/2016-06/2012	SIG Monitoring Team	Implementation chart

SIG Form 2a—Planning and Other Pre-implementation Activities For a Tier I or Tier II School		
LEA Name: Sacramento City Unified School District		**Date: 09/2016**
School Name: Woodbine Elementary School		
Actions and Activities	**Start and End Dates MM/YYYY**	**Description of how those activities will lead to successful implementation of the selected intervention**
Notify and engage school community upon receipt of SIG Grant	11/2016 - 06/2017	Inform and notify staff, families, community partners in order to solicit input and define roles.
Perform school-wide needs assessment	11/2016 - 06/2017	Gather input from staff, families, and community partners. Study and share data (Community Needs Assessment; School Climate Data; State, District, and Site-Level Assessments) to plan for successful implementation of California State-Determined Inplementation Model (CA SDIM).
Meet with District-determined External Provider	01/2017 - 06/2017	Collaborate with External Provider to plan for the implementation of the CA SDIM to ensure a successful implementation.
Identify and begin hiring new staff needed for Implementation Year 1	11/2016 - 06/2017	Hire Assistant Principal for planning year to build staffing capacity necessary to support focus areas based on implementation plan.
Meet with Teachers and Staff to begin planning	Monthly 11/2016-6/2017	Formalize the planning process and execute the plan to ensure successful implementation.
Schedule/provide Professional Learning opportunities for Planning Year	11/2016-6/2017	Retain consultant to provide teacher support as teachers develop their Applied Grammar Instruction to support the school's comprehensive instructional program.
Add classroom space for implementation of academic programs and non-academic supports	01/2017 - 06/2017	Portable classroom will be used for additional staff which will be brought in to implement academic interventions and student supports.
Increase classroom technology i.e. projectors, document cameras, macbooks and carts, and educational software	01/2017 - 06/2017	Instructional technology will be used as a tool to ensure instruction is engaging and accessible to all students.

Form 2b—State-determined Intervention Implementation Chart for a Tier I or Tier II School					
LEA Name: Sacramento City Unified School District			**Date: 09/2016**		
School Name: Woodbine Elementary					
Required Component	**Strategy/Evidence-based Strategy**		**Start and End Dates (MM/YYYY)**	**Oversight**	**Description of Evidence**
SD 01: Required Partnership					
Partner with the local educational agency's (LEA's) local county office of education, or local educational agency's Regional System of District and School Support Lead County Office of Education or The California					
Selecting the Lead Partner	SCUSD has selected an External Provider with whom the district has a long-standing relationship. Specific areas of assistance will be identified during the planning year.		03/2017-06/2021	Deputy Superintendent	MOU in place
Name of Lead Partner	Sacramento County Office of Education (SCOE)				
SD 02: Leadership Effectiveness					
Develop or adopt leadership competencies that address the following elements: (1) systems thinking and sustainable outcomes; (2) capacity building and community; (3) results-oriented problem solving; (4) influence and team development; and (5) personal effectiveness					
Develop or adopt leadership competencies	Through the use of the California Professional Standards for Educational Leaders (CPSEL), the principal, Soledad Gutierrez,will be able to develop and implement a shared vision, be an instructional leader, manage the learning environment, engage the family and community, demonstrate ethics and integrity, and work with educational policies and legalities.		11/2016-06/2021	Turnaround Director, Area Assistant Superintendent, External Provider (SCOE)	Needs survey to staff, parents and community partners, SSC meeting agendas, and published Professional Standards for Educational Leaders (CPSEL)
Use the developed or adopted competencies to conduct a rigorous selection process to identify school leaders who possess the knowledge, ability, and skills necessary to lead school turnaround efforts and replace or retain the current principle.					
Assess the candidate's potential fit with the school and success with prior turnaround efforts	Principal Gutierrez started working at Woodbine Elementary School in January 2016 as an Interim Principal. Through the use of administrative evaluations, the Area Assistant Superintendent and the Turnaround Director will monitor and assess the principal's fit.		06/2017, 06/2018, 06/2018, 06/2019, 06/2020, 06/2021	Area Assistant Superintendent, Turnaround Director	Evaluations
Implement multiple steps in the selection process	A community meeting was held in March 2016 to find out the characteristics that the community and staff wanted from a new principal. At that meeting the interim principal's name was forwarded to the SCUSD school board and was approved		03/2016	Area Assistant Superintendent, staff, and community	Community Meeting
Develop new recruitment strategies and a new leadership job description that aligns with the school's improvement goals and expectations	N/A				
Develop a prioritized set of selection criteria and rubrics	N/A				
Utilize competency-based and job-characteristic interview questions	N/A				
Replace or retain the current principal	Retain current principal and monitor using the above criteria.		03/2016-06/2021	Area Assistant Superintendent	Board Meeting
Provide customized and ongoing, outcome-driven, professional development (PD) opportunities to strengthen leadership practice and build leadership capacity.					
Identify professional development needs	With the Sacramento County Office of Education, the Area Assistant Superintendent, Woodbine staff, and Woodbine families, leadership will get customized professional development support on the implementation of the School Improvement Grant, monitored on a yearly basis and changed as needed.		yearly during the following years: 11/2016, 09/2017, 09/2018, 09/2019, 09/2020	Turnaround Director, Area Assistant Superintendent, External Provider, staff, and community	meeting notes and trainings
Develop and Implement outcome-driven PD opportunities	Through data analysis, identified needs will determine professional development necessary to strengthen leadership practice and build leadership capacity.		yearly during the following years: 11/2016, 09/2017, 09/2018, 09/2019, 09/2020	Turnaround Director, Area Assistant Superintendent, External Provider, staff, and community	meeting notes and trainings
Name and content of PD	SCUSD will provide twice monthly professional development opportunities and collaborative team meetings for principals. Additional individualized support is provided by an Area Assistant Superintendent, SCOE, and the Turnaround Director.		yearly during the following years: 11/2016, 09/2017, 09/2018, 09/2019, 09/2020	Turnaround Director, Area Assistant Superintendent, External Provider,	meeting notes and trainings

Promote the use of continuous feedback that is connected to professional learning opportunities and supports ongoing learning and improvement for school principals				
Provide opportunities for continuous feedback and ongoing learning	The principal will request input from teachers, staff, community, and district personnel on current and future practices. The principal will use the input to develop a learning plan.	yearly during the following years: 11/2016, 09/2017, 09/2018, 09/2019, 09/2020	Turnaround Director, Area Assistant Superintendent, External Provider	agendas, minutes, new PD plan
Optional: An LEA may also implement one or more of the following strategies based on identified needs:				
Create and implement career pathways for leadership to expand leadership capacity and set the stage for sustainability	N/A			
Promote opportunities for sharing leadership expertise to strengthen teamwork, process lessons learned, and identify successful approaches to needed change and continuous improvement	Leadership will meet with other district leaders to share leadership expertise, strengthen teamwork, identify successful approaches to change, and process lessons learned during monthly district administrator meetings and district network meetings.	monthly 11/2016-06/2021	Area Assistant Superintendent, Principal	monthly agendas
Promote labor-management collaboration to enable innovation in educator roles, responsibilities, and compensation systems	N/A			
SD 03: Teaching and Learning				
Complete a comprehensive needs assessment of the instructional program				
Identify instructional program goals and objectives	1. Accelerate students' understanding and ability to apply English grammar as the foundation for improving achievement. 2. Teach grade level Common Core ELA standards to create students who are ready for college, career, and the workforce. Through the knowledge of the ELA CCSS, students will be able to become creative and innovative, critical thinkers, be able to collaborate, and communicate with others. 3. Teachers must teach the grade level Common Core Mathematics Standards to create students in K-6 who are ready for higher mathematics. These students must be able to solve in context real-world situations using math to solve problems and develop mathematical understanding.	11/2016-6/2021	Principal, Assistant Principal, Teachers, Area Assistant Superintendent	CAASPP DATA, Attendance and Behavior Data
Assess current and actual levels of implementation	1. Currently, students are exposed to curriculum and textbooks that are outdated such as Hampton Brown etc. The current assessments in those English Language Development books do not align with the CELDT tests. Grammar is not taught in a systematic manner nor assessed. Establish a program systematic approach to learning English by hiring a consultant, Clark Consulting and Training to provide training to each teacher and support staff. Allow teacher "release time" to shadow other school sites. Teachers will need to meet to have grade level articulation time to discuss, implement, and reflect on SIG requirements and develop action plans. 2. Teachers may or may not use the ELA CCSS as a guide to instruction. The current assessment is the District Benchmark which takes place 2 times in the school year and the Smarte Balanced Summative Assessment at the end of the year for grades 3-6. Some teachers may use curriculum assessment that are not aligned to the CCSS. Provide teachers with Best Practices training through the support of the training specialist in during school or after school. Provide teachers opportunities for release time to observe other teachers or other schools. Hire an assistant principal to assist with observations and academic feedback to staff. Hire 2 resource teachers to assist the with reading intervention. Teachers will meet frequently to analyze data from Benchmark assessments, I-Ready diagnostic scores, and Smarter Balanced Assessments. Hire 2 general education teachers to reduce the number of students in the intermediate classes.	11/2016-6/2021	Principal, Assistant Principal, Teachers,	Lesson Plans, observation notes

	3. Although the District provides curriculum maps that align the curriculum and the CCSS in math, staff uses the Envision curriculum to guide their instruction. In return, students are not learning to solve real-world situations nor are deloping mathematical understanding. Provide teachers with Math training specialist support during school or after school. Provide teachers with release time to observe math lessons at Woodbine or other school. Teachers will meet frequently to analyze data from Benchmark assessments, I-Ready Math diagnostic scores, and smarter balanced assessments. Teachers will also meet about formative assessment strategies that they will use in class.			
Determine discrepancies or gaps in program effectiveness	During weekly collaborative planning time (CPT) sessions, staff will refine evidence-based strategies to examine student work samples, formative and summative assessments looking for trends and patterns relative to strengths, weaknesses and needs.	Weekly 09/2016-06/2021	Principal, Assistant Principal Instructional Coaches, Teachers, Site Leadership Team	Agendas and minutes from CPT
Prioritize needs	The site leadership team will consider formative and summative assessment data along with outcomes of staff and community partners survey data to determine and prioritize school-wide areas of focus.	09/2016-06/2021	Principal, Assistant Principal Instructional Coaches, Teachers, Site Leadership Team	Agendas and minutes from meetings

Implement an instructional program aligned with California State Standards in at least one full academic content area (including professional learning for all educators) that meets the needs of all students in the school, including but not limited to, socio-economically disadvantaged students, English language learners, and students who receive special education services

Use student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction and programs in order to meet the academic needs of individual students.	Woodbine classroom teachers will each participate in six seminar-style professional development days. The group will also receive one structured lesson demonstration and sixteen days of in-class one-to-one coaching at the school. The site and instructional leaders will participate in a total of 15 hours of professional development and receive 2 guided observation walks. Educators will monitor how high-quality applied-grammar instruction raises standardized test scores by seeing the improvement in trimester benchmark assessment, classroom assessments, and end of year scores. Teachers will receive training from instructional specialist after school or during school in the following areas: Teachers will be able to observe how students are able to articulate and demonstrate how the undertanding of grammar structures directly impacts a their ability to read with comprehension and write academically. Through project based instruction, educators will be able to see student created final products in English Language Arts and Math. Staff and teachers will use formative assessment strategies such as co-creating a student rubric for work, comparing student work to exemplary work, and eliciting evidence of learning through sharing opportunities such as ABCD cards or mini white boards. Teachers will also be able to use I-Ready diagnostic reports and grade specific mastery reports to assess the progress that students make in ELA and Math. Based on data, teachers will create a plan to support students year round, including summer school.	09/2017-06/2021	Principal, Assistant Principal, Teachers	formal and informal observation, coaching

Provide and ensure staff attend ongoing, high-quality and job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school or differentiated instruction)

	1. Woodbine teachers will be able to participate in six seminar-style professional development days related to a). design and layout of grammar wall and syntax rules of the English Language; b.) how the language star and each aspect of language directly supports reading comprehension and academic writing to push students to produce grade-level relevant language in written and spoken form; c.) understanding why high-quality applied-grammar instruction raises standardized test scores; d.) articulating and demonstrating how grammar structures directly impact a student's ability to read with comprehension and write academically; e.) learning and appling six high-impact ELD methods to accelerate academic language learning. In order to support the consecutive learning of the structured grammar lesson, students' attendance will be monitored. An attendance clerk will be hired to make sure that the attendance is accurately monitored and parents are notified via SARTs and SARBs if attendance needs to improve.	11/2016-06/2021	Principal, Instructional Coaches, Teachers	Agendas, sign-in sheets, lesson plans, SARTs, SARBs

Align with the school's comprehensive instructional program	2. Teachers will continue to attend district provided trainings to improve English Language Arts instruction through balanced literacy and receive ELA coaching support through observation, lesson modeling, and training. The purchase of support of sensory integration equipment will be essential to allow students will be able to use various learning modalities (such as ball chairs, fidgets, hoki stools, fidget toys etc) to support their learning the ELA CCSS. The principal will need to hire a library media technician to support the leveled reading program. Additional instuctional materials will be purchased such as SIIPS to provide phonics support in the primary classes and other academic as well as social emotional support. Teachers will give students an "additional learning time" as an afterschool intervention to support students who are struggling in ELA.			
	3. Training will be offered to support project based learning and performance task expectations in CCSS Math. Smart boards and other technological equipment will be purchased to support their visual mathematical learning via documant cameras, projectors, software, apps and printers).Teachers will use summer school to provide remediation to students who are struggling and to challenge the students who are working more advanced. For summer school, teachers will earn a professional learning stipend to prepare the summer learning strategies, analyze data, and revisit successful practices. In order to make summer school work, a summer clerk, campus monitor, summer school teachers, and a summer school principal will need to be hired. Teachers will give students an "additional learning time" as an afterschool intervention to support students who are struggling in math.			
Design with school staff to ensure they are equipped to facilitate effective teaching and learning	Teachers and Principal will work on creating a Professional Development plan to ensure full implementation for each school year.	09/2017-06/2021	Teachers, Assistant Principal, and Principal	Copy of the Professional Development Plan
Promote continuous improvement and feedback that supports ongoing learning	The professional development plan will be looked at on a continuous basis and adjusted accordingly based on formative, interim, and summative assessment.	09/2017-06/2021	Teachers, Assistant Principal, and Principal	Evidence of data and meeting notes
Implement, to the extent practicable, in accordance with this model, one or more evidence-based strategies				
Identify and select evidence-based strategies	The following evidence based strategies will be used: project based learning, grammar instruction, and balanced literacy.	09/2017-06/2021	Teachers, Assistant Principal, and Principal	lesson plans, project presentations, increased assessment scores on Benchmark tests, Smarter Balanced assessments, I-Ready Diagnostic Scores
Optional: An LEA may also implement one or more of the following strategies based on identified needs:				
Developed or adopt a set of local competencies that include the following elements: (1) commitment to students and improved teaching and learning; (2) results-oriented outcomes and problem solving; (3) developing community; and (4) personal effectiveness				
Develop or adopt teaching competencies	Continue to use the Certificated Teacher (Content Standard) Formative/Summary Evaluation Forms which focus on the following 6 teacher performance areas:	09/2017-06/2021	Turnaround Director, Area Assistant Superintendent, Principal, Assistant Principal	formal and informal observation
	1. Engage and support all students in learning by using a variety of instructional strategies to respond to students' diverse needs.			
	2. Create and maintain effective environments for students' learning by planning and implementing classroom procedures and routines that support student learning and positive behaviors.			
	3. Understand and organize subject matter by using district provided curriculum/materials and/or standards aligned resources to make subject matter accessible to all students.			
	4. Plan instruction and design learning experiences for all students by sequencing instructional activities and materials for student learning			
	5. Assess and evaluate student learning to guide instruction, and communicate progress with students, families, and appropriate staff.			

	6. Contribute to the teaching and learning environment by fulfilling extra duties as assigned attending requireds meetings, maintaining resources and equipment, and assisting in maintaining acceptable student behavior outside of classroom.			

Use the developed or adopted competencies to conduct a rigorous selection process to identify teachers and staff who possess the knowledge, ability, and skills necessary to support all students in a school turnaround environment. Using the set of competencies, conduct all of the following activities:

Screen all existing teachers and staff	All Woodbine teachers have gone through an evaluation every other year (based on their Social Security Numbers). Every year, the Woodbine teachers will continue to be evaluated based on their social security numbers. If there are new or probationary teachers, they will be evaluated the 1st and 2nd years. For the 2016/2017 school year, teachers whose social security number ends with an odd number will be evaluated. In 2017/2018, teachers with whose social security number ends with a "0" or an even number, will be evaluated. It wil continue in the same pattern for the following years.	09/2017-06/2021	Area Assistant Superintendent, Principal, Human resources, Assistant Principal	documentation showing who will be evaluated via pre-evaluation forms
Retain teachers and staff who exemplify the competencies	Woodbine teachers who continue to show "Working to Meet Performance Standards", "Consistent with Performance Standards", and "Exceeds Performance Standards"will continue to teach at Woodbine Elementary. Teachers who do not meet performance standards, will need to be put on an improvement plan. Probationary or new teachers who are not meeting performance standards will be released.	09/2017-06/2021	Area Assistant Superintendent, Principal, Human resources, Assistant Principal	evaluation
If necessary, hire new teachers and staff	N/A			
Type(s) of increased learning time	Woodbine students will attend summer school to support their learning year round.	6/2017-8/2021	Principal	Classroom Data and lesson plans

SD 04: Student Non-Academic Support

Based on identified needs, provide appropriate social-emotional and community-oriented services and supports for students. Choose three or more of the following:

Implement an integrated social support network	Woodbine Elementary School will adopt a whole-child approach for student success in line with the research based approach of the SCUSD Student Support and Health Services Center. We will purchase 1 portable classroom to establish a Student Support Center. The following new staff will support Woodbine: Students will receive advocacy support from the 1fte learning support coordinator specialist II and 1 fte social worker, counseling by 1fte school psychologist, classroom support from resource teachers, classroom resolution from the psychologist, dental screening by the 1 fte nurse, mentoring by the school psychologist, recreational activities, school supplies, tutoring, and enrichment from 1fte visual and performing arts teacher. Equipment such as furniture and office supplies for the Student Support Center will need to be purchased in order to make it run.	09/2017-06/2021	Principal, Assistant Principal, Student Support Center Staff, Teachers	Referrals to programs, sign-ups
Develop regular communication and implement a check in system that addresses students' needs	Through the Student Support Center, site administrators, staff, students, and families will work together to best meet the needs of all students by using a Response to Intervention (RTI) model. This will allow for early and effective response to students' learning and behavioral difficulties, provide students with the level of support services matched to their level of need, and provide data-based methods for evaluating the effectiveness of instructional approaches.	09/2017-06/2021	Principal, Assistant Principal, Student Support Center Staff, Teachers	Referrals to programs
Implement strategies and opportunities for ongoing student engagement	Staff and Teachers will adopt learner-centered practices and involve students in making rules, capitalize on students' interests, provide culturally relevant activities, and allow students to contribute their talent to their education. Staff andTeachers will engage students in thinking about their future career choices. Staff and teachers will communicate high expectations to students. Students will benefit and engage in the one-to-one use of technology (Macbooks) to support their learning. Students will have a wide range of reading materials in their school library via reading books and e-readers that will supplement their classroom libraries and engage their interests.	09/2017-06/2021	Principal, Assistant Principal, Student Support Center Staff, Teachers	Classroom rules and expectations with student contribution

Implement social and emotional program(s) and services	Woodbine teachers, staff, and administration will use the Caring School Communites, the Second Step Program, and the Student Support Center to work on character education. Through the Caring School Communities community circles, students will learn to develop respect for each other and take ownership for their learning. Through Second Step, students will learn about respect, safety, skills for learning, empathy and compassion, emotion management, interpersonal problem solving, friendship skills, communication skills, and bullying prevention. The Student Support Center will will focus on character values, peer relations, and social skills. This Student Support Center will also be able to provide individual or group counseling and offer referrals to other agencies if necessary. Teachers will continue to participate in SPARK trainings offered by the district office to gain better understanding on how to work with students' needs.	09/2017-06/2021	Principal, Assistant Principal, Student Support Center Staff, Teachers	Lesson plans, sign-ups to student support center programs
Implement strategies to improve school climate	Woodbine will enforce school wide rules and procedures, have positive incentives for students, hold awards assemblies, allow students to work with staff to build spirit days into the school year, and hold educational assemblies such as Splash in the Class, Captain Jerry Assembly, and Penny Whistle Player: Standing Up to Bullies.	09/2017-06/2021	Principal, Assistant Principal, Student Support Center Staff, Teachers	Assemblies, evidence of incentives
Implement ways to improve school discipline	Woodbine will establish a positive reinforcement system. "Success" tickets will be given to students who follow school wide rules. Students will be able to use those success tickets to purchase prizes from the student store. Woodbine will also establish a "Student of the Month". A student from each classroom will be chosen on a monthly basis to for following different Second Step themes. The student will receive a certificate, recognition during lunch, a prize, and his/her picture will be posted in the cafeteria. If a student misbehaves, a student will no longer go straight to the office, unless it is a major offense. Teachers and staff will establish classroom rules and procedures that allow students to improve their behavior. Supply campus monitors with the necessary equipment to monitor the students on the yard while they play. Provide enough playground equipment for students to engage in positive play and prevent conflicts. Give students the opportunity to engage in after school sports as a way to stay positively engaged in school. Purchase additional 2- .5 fte campus monitor to make sure that we improve discipline school wide..	09/2017-06/2021	Principal, Assistant Principal, Student Support Center Staff, Teachers	Certificates, pictures in cafeteria, reduction in referrals and suspension

SD 05: Family and Community Engagement

Based on identified needs, provide ongoing mechanisms for family and community engagement. Choose three or more of the following:

Implement or improve a system of regular communication with parents/guardians	Woodbine administration will communicate with families via Infinite Campus, monthly newsletters, and a weekly communicating folder. Woodbine will also maintain a website and update information as needed. Parents will be able to call the office or visit the school and will receive good customer service by the front office. Parents will also be able to contact school officials via email or written notices.	11/2016-06/2021	Principal, Assistant Principal, staff, teachers	Infinite Campus log, copies of notes
Foster a welcoming school environment	Teachers will communicate with families via email, phone calls, or home visits. Teachers will provide parents and families with educational material to support their children. Woodbine will invite families to school wide events, awards assemblies, and family nights. The school will provide child care for families to attend school sponsored events. The school will have translators available to assist families who speak Spanish or Hmong. Woodbine will provide workshops and material for parents to engage in increasing their knowledge about education and improve their childs academic and social needs. In addition to the partnership with ASES, Woodbine will seek other partner opportunities to offer workshops to inform families and support their child's learning at home.	11/2016-06/2021	Principal, Assistant Principal, staff, teachers	evidence of home visit logs, sign-in sheets, agendas
Develop a family engagement team of administrators, staff, and teachers	Through the leadership of the SPARK team, the administrator, staff, and teachers will work to promote and develop family engagement at Woodbine.	09/2017-06/2021	Principal, Assistant Principal, staff, teachers	training agendas
Develop a partnership culture with families and students	Through home visits, teachers and staff at Woodbine will provide parents educational materials such as books and supplies to enhance the learning of the Common Core State Standards in ELA and Math, and to improve the child's social emotional needs and facilitate families' access to supplemental resources. Woodbine will continue to offer parent trainings and English classes. For families that are in crisis, through the Student Support Center, families will receive intensive services such as legal assistance, parenting classes, and counseling. Parents will continue to be welcomed to participate in the English Language Advisory Committee and School Site Council to make educational and monetary decisions for the school and students.	09/2017-06/2021	Principal, Assistant Principal, staff, teachers	evidence of home visit logs, sign-in sheets, agendas

Identify communication barriers and implement strategies for removing the identified barrier	Since Woodbine has a diverse linguistic population, English documents and notes that go home will be translated into more than one language. The other main language is Spanish, so every effort will be made to translate all information (such as newsletters, notes, infinite campus phone calls) into Spanish.	11/2016-06/2021	Principal, Assistant Principal, staff, teachers	translated documents

SD 06: Support and Oversight

Update an existing or adopt a new governance structure which may include, but is not limited to, requiring the school to report to a new "turnaround office" with a newly hired "turnaround leader" in the LEA that directly supports SIG implementation

Update or identify a new governance structure	Under a new governance structure, SIG-funded schools will report directly to a newly-hired Turnaround Director (during grant years 2-4) who will support the schools in implementing the CA SDIM. The Turnaround Leader will be part of the district's Schools Office, reporting to Lisa Allen, Deputy Superintendent. The Turnaround Director will collaborate closely with SCUSD's Strategy and Innovation Office to assist the SIG schools over the 5-year funding period. The Strategy and Innovation Office is led by Chief Strategy Officer Dr. Al Rogers. The Office also includes includes an Assessment Coordinator, Student Outcomes Coordinator, Program Evaluation Coordinator, and LCAP/Strategic Plan Coordinator, among other staff. Each SIG school will also receive ongoing, intensive technical assistance and related support from an external Lead Partner organization, Sacramento County Office of Education.	12/2016-06/2021	SCUSD Deputy Superintendent, SCUSD Chief of Startegy & Innovation, SCUSD Turnaround Director	Hiring records, employment contracts

Grant the principal sufficient operational flexibility to fully implement a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates

Grant the principal operational flexibility	1. Weekly Common Planning Time will be used to debrief, articulate, and share effective practices with colleagues. 2. Principal is actively involved in all aspects of the budget related to this grant. 3.Hire the following FTE staff: 2 resource teachers, 1 Learning Support Specialist II, 1 Social Worker, 2 regular ed teachers, 1 nurse, 1 psychologist, 1 assistant principal and 1 Library Media Technician, and 1 visual and performing arts teacher will be hired to support the learning program at Woodbine.	12/2016-06/2021	Principal, Assistant Principal, SCUSD Human Resources	Hiring records, employment contracts

Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA or a designated external lead partner organization

Provide technical assistance	The Turnaround Director, Area Assistant Superintendent, Principal and SCOE representative will establish an ongoing meeting schedule to identify and discuss technical assistance needs	02/2016-06/2021	Turnaround Director, Area Assistant Superintendent, Principal, SCOE	Meeting agendas and meeting notes
Identify and implement LEA support and oversight	SCUSD will establish a "SIG Monitoring Team" which will consist of key members including site Principals, Area Assistant Superintendents, a Turnaround Director, Data Analysts, Budget Personnel, and Technology Specialists.This team will be responsible for ongoing, active monitoring of the SIG implementation.	02/2016-06/2012	SIG Monitoring Team	Implementation chart

SIG Form 2a—Planning and Other Pre-implementation Activities For a Tier I or Tier II School

LEA Name: Sacramento City Unified School District		Date: 09/2016
School Name: Susan B. Anthony Elementary		
Actions and Activities	**Start and End Dates MM/YYYY**	**Description of how those activities will lead to successful implementation of the selected intervention**
Notify and engage School Community upon reciept of SIG Grant	01/2017 - 06/2017	Inform and notify staff, families, community partners in order to solicit input and define roles.
Perform school-wide needs assessment	01/2017 - 06/2017	Gather input from staff, families, and community partners. Study and share data (Community Needs Assessment; School Climate Data; State, District, and Site-Level Assessments) to plan for successful implementation of California State-Determined Inplementation Model (CA SDIM).
Schedule/provide Professional Learning opportunities for Planning Year on PBIS, Mathematical Mindsets, I-3-"Leading with Learning", SIPPS, iReady	01/2017 - 06/2017	Expand professional learning around PBIS, SEL, and RP in order to implement social and emotional programs and services and implement strategies to improve school climate. Increase technology integration to support school's comprehensive instructional program.
Meet with District-determined External Provider	01/2017 - 06/2017	Collaborate with External Provider to plan for the implementation of the CA SDIM to ensure a successful implementation.
Identify and begin hiring new staff and extending time for current staff needed for Implementation Year 1	01/2017 - 06/2017	Build staffing capacity necessary to support CA SDIM focus areas II, III, IV
Purchase curriculum and leveled-books and one-one technology for classrooms	01/2017 - 06/2017	Provide materials and learning opportunites that foster student achievement and content mastery.

Form 2b—State-determined Intervention Implementation Chart for a Tier I or Tier II School					
LEA Name: Sacramento City Unified School District				**Date: 09/2016**	
School Name: Susan B. Anthony Elementary School					
Required Component	**Strategy/Evidence-based Strategy**		**Start and End Dates (MM/YYYY)**	**Oversight**	**Description of Evidence**
SD 01: Required Partnership					
Partner with the local educational agency's (LEA's) local county office of education, or local educational agency's Regional System of District and School Support Lead County Office of Education or The California					
Selecting the Lead Partner	SCUSD has selected an External Provider with whom the district has a long-standing relationship.		01/2017 - 06/2017	SCUSD Cabinet	MOU
Name of Lead Partner	Sacramento County Office of Education				
SD 02: Leadership Effectiveness					
Develop or adopt leadership competencies that address the following elements: (1) systems thinking and sustainable outcomes; (2) capacity building and community; (3) results-oriented problem solving; (4) influence and team development; and (5) personal effectiveness					
Develop or adopt leadership competencies	Principal Bao Moua, who demonstrated the knowledge, ability, and skills necessary to lead school turnaround efforts, was assigned to Susan B. Anthony during the second half of the 2015-2016 school year.		11/2015-Ongoing	SCUSD Area Assistant Superintendent	Employment Contract
Use the developed or adopted competencies to conduct a rigorous selection process to identify school leaders who possess the knowledge, ability, and skills necessary to lead school turnaround efforts and replace or retain the current principal.					
Assess the candidate's potential fit with the school and success with prior turnaround efforts	N/A				
Implement multiple steps in the selection process	N/A				
Develop new recruitment strategies and a new leadership job description that aligns with the school's improvement goals and expectations	N/A				
Develop a prioritized set of selection criteria and rubrics	N/A				
Utilize competency-based and job-characteristic interview questions	N/A				
Replace or retain the current principal	Bao Moua will be retained as principal as she has demonstrated the following personal effectiveness competencies: capacity building and community; results-oriented problem solving; influence and team development; and instructional coaching effectiveness.		11/2016-ongoing	SCUSD Area Assistant Superintendent	Employment Contract
Provide customized and ongoing, outcome-driven, professional development (PD) opportunities to strengthen leadership practice and build leadership capacity.					
Identify professional development needs	Through data analysis of student acheivement and all other school programs, needs will emerge and appropriately aligned professional development to strengthen leadership practice and building leadership capacity will be implemented to improve principal effectiveness.		07/2017 - 06/2021	Turnarond Director, Area Assistant Superintendent, SCOE	District and School Data, sign-in sheets, informal and formal evaluations
Develop and Implement outcome-driven PD opportunities	SCUSD will provide monthly professional development opportunities and collaborative team meetings for principals on school site leadership effectiveness. Additional individualized support will be provided by an Area Assistant Superintendent.		07/2017 - 06/2021	Turnarond Director, Area Assistant Superintendent, SCOE	District and School Data, sign-in sheets, informal and formal evaluations
Name and content of PD	SIG school leaders will meet monthly to cross-collaborate on CA SDIM outcome data.		07/2017 - 06/2021	Turnarond Director, Area Assistant Superintendent, SCOE	District and School Data, sign-in sheets, informal and formal evaluations
Promote the use of continuous feedback that is connected to professional learning opportunities and supports ongoing learning and improvement for school principals					
Provide opportunities for continuous feedback and ongoing learning	Continue to implement school-wide lesson studies and add implemention practices surrounding instructional rounds for school leader to provide feedback and ongoing learning.		07/2017 - 06/2021	Turnarond Director, Area Assistant Superintendent, SCOE	District and School Data, sign-in sheets, informal and formal evaluations

Optional: An LEA may also implement one or more of the following strategies based on identified needs:				
Create and implement career pathways for leadership to expand leadership capacity and set the stage for sustainability	N/A	N/A	N/A	N/A
Promote opportunities for sharing leadership expertise to strengthen teamwork, process lessons learned, and identify successful approaches to needed change and continuous improvement	N/A	N/A	N/A	N/A
Promote labor-management collaboration to enable innovation in educator roles, responsibilities, and compensation systems	N/A	N/A	N/A	N/A

SD 03: Teaching and Learning				
Complete a comprehensive needs assessment of the instructional program				
Identify instructional program goals and objectives	The instructional program goals are to assist the students at SBA to meet or exceed the California Common Core State Standards as measured by district benchmarks provided by Illuminate and the CAASPP through the use of content materials such as the district's adopted programs for ELA/ELD and Math, and the state content standards in PE, social studies, and science. This will be done through the use of the following research-based strategies: I-3-"Leading with Learning", which encompasses high quality first instruction and lesson studies, and Mathematical Mindsets. Susan B. Anthony has a Hmong Immersion strand within the school. The goal for this program is to produce students who value bilingualism and demonstrates proficiency in exceeding the California State Common Core Standards. In order to do this SBA will need to hire a full time Hmong resource teacher to assist the Immersion teachers in analyzing the data, creating curriculum support material and assessments aligned to the standards. The program will need to expand classroom libraries and materials. Teachers of this program will continue to visit dual immersion programs in San Francisco and Minnesota whom are partners in building the Hmong Immersion program.	07/2017 - 06/2021	Principal, Instructional Coaches, Teachers, Site Leadership Team	SPSA, LCAP
Assess current and actual levels of implementation	Currently, the SBA is at the beginning stages of implemention with I-3 and mathematical mindsets which encompasses high quality first instruction and lesson studies. The teaching staff will need to continue deeper PD of these research-based strategies to have the knowledge necessary for fidelity of implementation.	07/2017 - 06/2021	Principal, Instructional Coaches, Teachers, Site Leadership Team	Staff Survey, Classroom Observations Forms
Determine discrepancies or gaps in program effectiveness	Program effectiveness discrepencies or gaps will be determined through the analysis of program assessments, disctrict benchmark assessments, the CAASPP, teacher made assessments, and student work through staff collaboration.	07/2017 - 06/2021	Principal, Instructional Coaches, Teachers, Site Leadership Team	CPT minutes
Prioritize needs	Identified needs include Professional Development for Common Core State Standards, I-3, and Mathematical Mindsets, Collaboration time, instructional materials, and intervention programs.	07/2017 - 06/2021	Principal, Instructional Coaches, Teachers, Site Leadership Team	PD minutes, leadership team minutes
Implement an instructional program aligned with California State Standards in at least one full academic content area (including professional learning for all educators) that meets the needs of all students in the school, including but not limited to, socio-economically disadvantaged students, English language learners, and students who receive special education services				
Use student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction and programs in order to meet the academic needs of individual students.	Conduct ongoing benchmark assessments, teacher made assessments, and CAASPP. • Analyze the data by subgroup, ethnicity, and grade level to determine student performance levels by standards and areas of strengths and weaknesses. • Utilize weekly collaborative planning time to ensure I3-"Leading with Learning" and Mathematical Mindset strategies are implemented with fidelity to deliver the ELA/ELD and Math content standards that meet the needs of students. • The school team will coordinate co-teaching and interventions to support the students in meeting their individual academic needs.	07/2017 - 06/2021	Principal, Instructional Coaches, Teachers, Site Leadership Team	Academic Data, CPT Minutes, leadership team minutes, student groupings
Provide and ensure staff attend ongoing, high-quality and job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school or differentiated instruction)				

Align with the school's comprehensive instructional program	Professional learning in I-3-"Leading with Learning", mathematical mindsets, SIPPS, and iReady will be provided to all teachers.	07/2017 - 06/2021	Principal, Instructional Coaches, Teachers, Site Leadership Team	SPSA, LCAP, CPT minutes
Design with school staff to ensure they are equipped to facilitate effective teaching and learning	Professional development will be provided through a weekly common planning time. This will be followed-up with one-to-one coaching support by a training specialist to ensure consistency in school-wide high quality instruction.	07/2017 - 06/2021	Principal, Instructional Coaches, Teachers, Site Leadership Team	CPT minutes, leadership team minutes
Promote continuous improvement and feedback that supports ongoing learning	Observation tools (created using Google form) will be developed by the principal to use for providing continuous and immediate feedback to teachers on their performances in the I-3, Math Mind Sets, and SIPPS intervention. Teachers will use the feedback information at collaboration meetings to enhance their learning, planning, and continuous growth in the delivery of content standards in the core subjects.	07/2017 - 06/2021	Principal, Instructional Coaches, Teachers, Site Leadership Team	CPT minutes, leadership team minutes
Implement, to the extent practicable, in accordance with this model, one or more evidence-based strategies				
Identify and select evidence-based strategies	The following evidence-based strategies will be continually developed and implemented as part of a comprehensive instructional program: I-3, High Quality First Instruction, Lesson Studies, Area 3 Writing, SIPPs, mathematical mindsets and iReady.	07/2017 - 06/2021	Principal, Instructional Coaches, Teachers, Site Leadership Team	CPT minutes, leadership team minutes
Optional: An LEA may also implement one or more of the following strategies based on identified needs:				
Developed or adopt a set of local competencies that include the following elements: (1) commitment to students and improved teaching and learning; (2) results-oriented outcomes and problem solving; (3) developing community; and (4) personal effectiveness				
Develop or adopt teaching competencies	N/A			
Use the developed or adopted competencies to conduct a rigorous selection process to identify teachers and staff who possess the knowledge, ability, and skills necessary to support all students in a school turnaround environment. Using the set of competencies, conduct all of the following activities:				
Screen all existing teachers and staff	N/A			
Retain teachers and staff who exemplify the competencies	All current teachers currently exemplify the competencies necessary for effective practice.			
If necessary, hire new teachers and staff	N/A			
Provide high-quality, relevant increased learning time opportunities that are collaborative and meaningful, and help foster student achievement and content mastery.				
Type(s) of increased learning time	N/A			
SD 04: Student Non-Academic Support				
Based on identified needs, provide appropriate social-emotional and community-oriented services and supports for students. Choose three or more of the following:				
Implement an integrated social support network	Hire a full-time school social worker and a school community liaison to manage, coordinate and support Positive Behavioral Interventions and Supports (PBIS), Social Emotional Learning (SEL), Restorative Practices (RP) and mentoring programs to align an all-around support for students.	07/2017 - 06/2021	Social Worker and Community Liaison	Meeting minutes, work calendars that show meeting
Develop regular communication and implement a check in system that addresses students' needs	The social worker and school community liaison will collect the students emotional and behavioral data, synthesize the data to identify the student needs, and propose plans to address the gaps between actual realization and the ideal state. Then the team will communicate the data, the plan, and provide staff the necessary professional development in order for all to implement the plans to fidility for student achievement. Ongoing weekly communication will inform staff on student progress toward meeting their needs.	07/2017 - 06/2021	Social Worker, Community Liaison, PBIS team	Meeting minutes, work calendars that show meeting
Implement strategies and opportunities for ongoing student engagement	The social worker and school community liaison will utilize the PBIS incentives component to strengthten student engagement in the classrooms on a weekly basis and monthly in a schoolwide assembly to recognize students progress toward the ideal model student.	07/2017 - 06/2021	Social Worker, Community Liaison, PBIS team	Meeting minutes, work calendars that show meeting, classroom schedule, and assembly agendas
Implement social and emotional program(s) and services	The social worker and school community liaison will expand on and monitor the PBIS schoolwide referral process that guide the school staff to support students towards receiving the appropriate services that meet their social and emotional needs.	07/2017 - 06/2021	Social Worker, Community Liaison, PBIS team	Meeting minutes, work calendars that show meeting, referral process guide

Implement strategies to improve school climate	The social worker and school community liaison will take the lead to guide the school staff in the successful implementation of SEL and RP.	07/2017 - 06/2021	Social Worker, Community Liaison, PBIS team	Meeting minutes, work calendars that show meeting
Implement ways to improve school discipline	The social worker and school community liaison will take the lead to guide the school staff in schoolwide successful implementation of PBIS, SEL, and RP.	07/2017 - 06/2021	Social Worker, Community Liaison, PBIS team	Meeting minutes, work calendars that show meeting

SD 05: Family and Community Engagement

Based on identified needs, provide ongoing mechanisms for family and community engagement. Choose three or more of the following:

Implement or improve a system of regular communication with parents/guardians	The Social Worker and the Community Liaison lead the school to fully implement the PBIS Family Partnership component that include the best practice model created by Dr. Joyce Epstein such as the best practices: 1-Parent Skills, 2-Home School Communication, 3-Volunteering, 4-Learning at Home, 5-Decision Making at School, & 6-Collaborating with the Community.	07/2017 - 06/2021	Social Worker, Community Liaison, PBIS team	Training agendas, Sign-in records of participation in accessing and using the resources at school, event agendas, sign-in sheets
Foster a welcoming school environment	Create a parent and community resource center where parents can come in to learn about the PBIS Family Partnership best practices and to learn about their participation in positive support to the teaching and learning of their students. Work with the district resource center to provide leadership learning opportunities in effective parent participation at the school and district level. Provide academic family nights and events (ie. math nights, reading nights...). Provide parent education on positive parenting strategies such as "The Nurture Heart Approach". Extend attendance clerk's time to full day in order to support parents in having their child at school on time daily.	07/2017 - 06/2021	Social Worker, Community Liaison, PBIS team	Training agendas, Sign-in records of participation in accessing and using the resources at school, event agendas, sign-in sheets
Develop a family engagement team of administrators, staff, and teachers	Admistrators, staff, and teachers will form a team to develop the implementation plan for the PBIS Family Partnership program and lead the school team to engage the parents in Dr. Joyce Epstein's best practices parent engagment model.	07/2017 - 06/2021	Social Worker, Community Liaison, PBIS team	Training agendas, Sign-in records of participation in accessing and using the resources at school, event agendas, sign-in sheets
Develop a partnership culture with families and students	N/A			
Identify communication barriers and implement strategies for removing the identified barrier	N/A			

SD 06: Support and Oversight

Update an existing or adopt a new governance structure which may include, but is not limited to, requiring the school to report to a new "turnaround office" with a newly hired "turnaround leader" in the LEA that directly supports SIG implementation

Update or identify a new governance structure	Under a new governance structure, SIG-funded schools will report directly to a newly-hired Turnaround Director (during grant years 2-4) who will support the schools in implementing the CA SDIM. The Turnaround Leader will be part of the district's Schools Office, reporting to Lisa Allen, Deputy Superintendent. The Turnaround Director will collaborate closely with SCUSD's Strategy and Innovation Office to assist the SIG schools over the 5-year funding period. The Strategy and Innovation Office is led by Chief Strategy Officer Dr. Al Rogers. The Office also includes an Assessment Coordinator, Student Outcomes Coordinator, Program Evaluation Coordinator, and LCAP/Strategic Plan Coordinator, among other staff. Each SIG school will also receive ongoing, intensive technical assistance and related support from an external Lead Partner organization, Sacramento County Office of Education.	01/2017-06/2021	SCUSD Deputy Superintendent, SCUSD Chief of Strategy & Innovation, SCUSD Turnaround Director, Area Assistant Superintendent	Meeting agendas and meeting notes

Grant the principal sufficient operational flexibility to fully implement a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates

Grant the principal operational flexibility	1. Weekly Common Planning Time will be used to debrief, articulate, and share effective practices with colleagues. 2. Principal is actively involved in all aspects of the budget related to this grant. 3. Hire the following FTE staff: school social worker, school community liaison, three school instructional coordinator (one for Hmong immersion and one for regular program), and four instructional teacher assistants.	07/2017-06/2021	Principal, SCUSD Human Resources, Area Assistant Superintendent	Hiring records, employment contracts
Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA or a designated external lead partner organization				
Provide technical assistance	The Turnaround Director, Area Assistant Superintendent, Principal and SCOE representative will establish an ongoing meeting schedule to identify and discuss technical assistance needs.	07/2017-06/2021	Turnaround Director, Area Assistant Superintendent, Principal, SCOE	Meeting agendas and meeting notes
Identify and implement LEA support and oversight	SCUSD will establish a "SIG Monitoring Team" which will consist of key members including site Principals, Area Assistant Superintendents, a Turnaround Director, Data Analysts, Budget Personnel, and Technology Specialists.This team will be responsible for ongoing, active monitoring of the SIG implementation.	07/2017-06/2021	SIG Monitoring Team	Implementation chart

LEA Name: Sacramento City Unified School District		Date: 09/2016
School Name: John Sloat Elementary		
Actions and Activities	**Start and End Dates MM/YYYY**	**Description of how those activities will lead to successful implementation of the selected intervention**
Notify School and Community of Grant	11/2016	Notifiy Stakeholders of grant opportunity and implications.
Perform School wide needs assessment	11/2016-03/2017	•Gather input from staff, families, and community partners. •Study and share data (Community Needs Assessment; School Climate Data; State, District, and Site-Level Assessments) to plan for successful implementation of California State-Determined Inplementation Model (CA SDIM).
Schedule PD for support of staff	11/2016-06/2017	PD identified for the needs presented will be scheduled. This may include •PD for Science curriculum •Math curriculum •ELA guided reading curriculum •i-READY •RAZ kids •Illuminate •PLC implementation
Begin hiring support staff	01/2017-06/2017	Support staff for identified needs will be hired including • Full time Social Worker • 2 Parent Liasons (Spanish Speaking, Hmong speaking) • SIC for Math and ELA • BIC (behavior intervention coach) • Reading Interventionist • Technology Teacher • Visual performing arts teacher • PBIS/RJ/SEL coordinator • Full time Student Support Services staff member • Full time clerk • 4 full time instructional aides • A campus monitor
Purchase curriculum & technology	01/2017-06/2017	• Purchase Eureka Math curruculum for students to support teachers in instruction of common core math standards • Purchase leveled libraries of non-fiction books to supplement classroom libraries. • Purchase Science and Social Studies related leveled books and materials (kits) to engage students. • Purchase technology based programs such as o Remind for parent communication (extended version) o RAZ kids for leveled libraries on line o i-READY for diagnostic and assessent in Math o KIDSPROUT for early phonics and grammar • Purchase technology such as laptops/tablets and IPADS for all students o to be able to do research o share information through google docs. o read about current events in the news o present electronically o utilize i-READY
Develop and design site based assessments to monitor student progress	01/2017-06/2017	Specific assesements will be developed and designed to ensure we will monitor student progress based on the needs and goals identified to support the validity of our work moving forward.

	Form 2b—State-determined Intervention Implementation Chart for a Tier I or Tier II School			
LEA Name: Sacramento City Unified School District			**Date: 09/2016**	
School Name: John Sloat Elementary				
Required Component	**Strategy/Evidence-based Strategy**	**Start and End Dates (MM/YYYY)**	**Oversight**	**Description of Evidence**
SD 01: Required Partnership				
Partner with the local educational agency's (LEA's) local county office of education, or local educational agency's Regional System of District and School Support Lead County Office of Education or The California Collaborative for Education Excellence				
Selecting the Lead Partner	SCUSD has selected an External Provider with whom the district has a long-standing relationship. Specific areas of assistance will be identified during the planning year.	01/2017 - 06/2021	SCUSD Cabinet	MOU
Name of Lead Partner	Sacramento County Office of Education (SCOE)			
SD 02: Leadership Effectiveness				
Develop or adopt leadership competencies that address the following elements: (1) systems thinking and sustainable outcomes; (2) capacity building and community; (3) results-oriented problem solving; (4) influence and				
Develop or adopt leadership competencies	Principal Angela Novotny is a 6th year principal at John Sloat Elementary. The principal will create a SIG committee that will be comprised of stakeholders to guide the process of the SIG implementation. Principal Novotny demonstrates the knoweldge, ability, and skills necessary to lead school turnaround efforts.	07/2012-Ongoing	Area Assistant Superintendent	Employment Contract
Assess the candidate's potential fit with the school and success with prior turnaround efforts	Principal Angela Novotny has received exceptional evaluations during her leadership at John Sloat from her supervisors. Survey's from staff and parents show positive responses to her leadership.	07/2012-Ongoing	Area Assistant Superintendent	Evaluations and Employee Contract
Implement multiple steps in the selection process	N/A			
Develop new recruitment strategies and a new leadership job description that aligns with the school's improvement goals and expectations	N/A			
Develop a prioritized set of selection criteria and rubrics	N/A			
Utilize competency-based and job-characteristic interview questions	N/A			
Replace or retain the current principal	Angela Novotny will be retained as principal as she demonstrates the following competencies: leverage leadership andcommunity leadership.	07/2016-06/2021	Area Assistant Superintendent	Evaluations and Employee Contract
Provide customized and ongoing, outcome-driven, professional development (PD) opportunities to strengthen leadership practice and build leadership capacity.				
Identify professional development needs	Through data analysis, identified needs will determine professional development necessary to strengthen leadership practice and build leadership capacity.	01/2017-06/2021	Area Assistant Superintendent, Turnaround Director, SCOE	District and School Data, Needs Assessment Results
Develop and Implement outcome-driven PD opportunities	SCUSD will provide twice monthly professional development opportunities and collaborative team meetings for pricnipals. Additional individualzed support is provided by an Area Assistant Superintendent. The SIG team will meet to implement professional development opportunities for staff aligned to the agreed upon leadership competencies.	01/2017-06/2021	Area Assistant Superintendent, Turnaround Director, SCOE	District and School Data, sign in sheets, informal and formal evaluations
Name and content of PD	Name and content of PD will be identified after needs assessment with stakeholders is conducted.	01/2017-06/2021	Area Assistant Superintendent, Turnaround Director, SCOE	District and School Data, sign in sheets, survey results.
Promote the use of continuous feedback that is connected to professional learning opportunities and supports ongoing learning and improvement for school principals				

Provide opportunities for continuous feedback and ongoing learning	Monthly SIG team as well as formal School Site Council (SCC) and informal parent meetings will take place to hear suggestions for improvement.	01/2017-06/2021	Area Assistant Superintendent, Turnaround Director, SCOE	District and School Data, sign in sheets, agendas
Optional: An LEA may also implement one or more of the following strategies based on identified needs:				
Create and implement career pathways for leadership to expand leadership capacity and set the stage for sustainability	N/A			
Promote opportunities for sharing leadership expertise to strengthen teamwork, process lessons learned, and identify successful approaches to needed change and continuous improvement	Principal will participate in SCUSD professional development and administrator networks. School site leadership will visit and collaborate with similar schools with proven success. The action will be to compare data of benchmark, CAASP, IREADY, DRA, Suspension data & scores, identify successful approaches to continuous improvement through walk throughs, collaboration & planning for PD.	01/2017-06/2021	Principal, SCUSD Site Administrators	Meeting agendas, School visit notes
Promote labor-management collaboration to enable innovation in educator roles, responsibilities, and compensation systems	N/A			
SD 03: Teaching and Learning				
Complete a comprehensive needs assessment of the instructional program				
Identify instructional program goals and objectives	Instructional goals and objectives are in place and outlined in the Single Plan for Student Achievement and embedded in the District's Local Control Accountability Plan. Our areas of focus include the following: Social Emotional Learning, Comprehensive Teaching and Learning, and Family and Community Engagement.	07/2017-06/2021	SCC, LCAP Coordinator, Area Assistant Superintendent, Turnaround Director	SPSA, LCAP
Assess current and actual levels of implementation	Analyze classroom observation data and survey staff to determine current implementation levels.	07/2017-06/2021	Principal, Area Assistant Superintendent, Turnaround Director	Staff Survey, Classroom Observations
Determine discrepancies or gaps in program effectiveness	During weekly collaborative planning time sessions, staff will refine evidence-based strategies to examine student work samples, formative and summative assessments, looking for trends and patterns relative to strengths, weaknesses and needs.	07/2017-06/2021	Principal, Teachers, Area Assistant Superintendent, Turnaround Director	CPT Minutes
Prioritize needs	The site leadership team will consider formative and summative assessment data along with outcomes of staff and community stakeholder engagement to determine and priortize school wide areas of focus.	07/2017-06/2021	Site Leadership Team, Area Assistant Superintendent, Turnaround Director	PD MInutes, Leadership Team minutes, survey data
Implement an instructional program aligned with California State Standards in at least one full academic content area (including professional learning for all educators) that meets the needs of all students in the school, including but not limited to, socio-economically disadvantaged students, English language learners, and students who receive special education services				
Use student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction and programs in order to meet the academic needs of individual students.	Collect and analyze data from benchmark assessments, formative assessments, and CAASPP. Utilize weekly collaborative planning time to ensure SMART GOAL plans have been established and implemented with fidelity and are aligned with needs based on this data. Coordinate co-teaching and interventions to meet the academic needs of individual students.	07/2017-06/2021	Principal, Instructional Coaches, Teachers, Site Leadership Team, Area Assistant Superintendent, Turnaround Director	CPT and Staff meeting notes
Provide and ensure staff attend ongoing, high-quality and job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school or differentiated instruction)				

Align with the school's comprehensive instructional program	Professional learning will occur during weekly school wide common planning time and through evidence-based approaches in: Balanced Literacy, Guided Reading, Academic Conversations, Common Core curriculum, Growth Mindset curriculum, Social Emotional Learning Curriculum	07/2017-06/2021	Principal, Instructional Coaches, Teachers, Site Leadership Team, Area Assistant Superintendent, Turnaround Director	CPT and Staff meeting Minutes
Design with school staff to ensure they are equipped to facilitate effective teaching and learning	The site leadership team will coordinate and evaluate professional learning opportunities based on research-based practices and current assessed needs.	07/2017-06/2021	Principal, Instructional Coaches, Teachers, Site Leadership Team, Area Assistant Superintendent, Turnaround Director	Site Leadership Team meeting minutes
Promote continuous improvement and feedback that supports ongoing learning	Arrange schedules and release time for teaching staff to meet with academic coaches and site leadership to review data and plan for continuous improvement.	07/2017-06/2021	Principal, Instructional Coaches, Teachers, Site Leadership Team, Area Assistant Superintendent, Turnaround Director	Schedules and agendas
Implement, to the extent practicable, in accordance with this model, one or more evidence-based strategies				
Identify and select evidence-based strategies	The site leadership team will research best practices and evidenc-based strategies for programming.	07/2017-06/2021	Principal, Instructional Coaches, Teachers, Site Leadership Team, Area Assistant Superintendent, Turnaround Director	Schedules and agendas
Optional: An LEA may also implement one or more of the following strategies based on identified needs:				
Developed or adopt a set of local competencies that include the following elements: (1) commitment to students and improved teaching and learning; (2) results-oriented outcomes and problem solving; (3) developing community; and (4) personal effectiveness				
Develop or adopt teaching competencies	Current teacher competencies are based on the California Standards of the Teaching Profession and will continue to be used to determine the quality and capacity of the teaching staff.	ongoing	Principal	Teacher observations
Use the developed or adopted competencies to conduct a rigorous selection process to identify teachers and staff who possess the knowledge, ability, and skills necessary to support all students in a school turnaround environment. Using the set of competencies, conduct all of the following activities:				
Screen all existing teachers and staff	Evaluations will adhere to the process agreed upon by the collective bargaining units.	ongoing	Principal	Union contract
Retain teachers and staff who exemplify the competencies	All current teachers exemplify the competencies necessary for effective practice.	07/2017-06/2021	Principal, Instructional Coaches, Teachers, Site Leadership Team	Employment Contract
If necessary, hire new teachers and staff	N/A			
Provide high-quality, relevant increased learning time opportunities that are collaborative and meaningful, and help foster student achievement and content mastery.				
Type(s) of increased learning time	Summer school learning taught by credentialed teachers will be provided to students for a duration of 5 weeks, Monday -Thursday for 5 hours. Teachers will provide after school tutoring for students identified as not being on grade level.	7/2017-06/2021	Principal, Teachers, Area Assistant Superintendent, Turnaround Director	Summer assessments, schedules, tutoring assessments, schedules, rosters for both

SD 04: Student Non-Academic Support				
Based on identified needs, provide appropriate social-emotional and community-oriented services and supports for students. Choose three or more of the following:				
Implement an integrated social support network	Expand Multidisciplinary Team (MDT) to include • Full time Spanish-speaking Social Worker • BIC (Behavior Intervention Coach) • Instructional Coach for ELA and MATH • Reading Intervention teacher -Math Intervention teacher School Psychologist • Community Liason (Spanish speaking & Hmong Speaking) • Community Engagement staff • Instructional Aides • RSP teacher • RJ/PBIS/SEL Coordinator - Full time Sudent support center coordinator -Full time psychologist	07/2017-06/2021	Principal, Instructional Coaches, Teachers, Site Leadership Team, MDT, Area Assistant Superintendent, Turnaround Director	Leadership Team Minutes/School Data
Develop regular communication and implement a check in system that addresses students' needs		07/2017-06/2021	Principal, Instructional Coaches, Teachers, Site Leadership Team, MDT, Area Assistant Superintendent, Turnaround Director	MDT Minutes/ School Data
Implement strategies and opportunities for ongoing student engagement	• Tier 1 SEL practices and curriculum will be broadened school-wide in order to increase student engagement • Site-base ELA and Math coaches will integrate SEL and Culturally-Responsive practices into the academic construct • Provide transportation and cost of fieldtrips for students • Integrate programs to engage students • Provide more technology to engage students	07/2017-06/2021	Principal, Instructional Coaches, Teachers, Site Leadership Team, MDT, Area Assistant Superintendent, Turnaround Director	SPARK Framework, Fieldtrip rosters, Agendas and notes, technology information
Implement social and emotional program(s) and services	Continue to develop a robust Student Support Center with full time staff and Spanish-speaking staff (social worker) to provide additional mental health counseling and referrals, medical/dental/vision referrals, case management, and site-based counseling and support groups.	07/2017-06/2021	Principal, Instructional Coaches, Teachers, Site Leadership Team, MDT, Area Assistant Superintendent, Turnaround Director	Lists of students recieving services
Implement strategies to improve school climate	Through SEL and RP, staff will strengthen classroom and school climate and provide opportunities for students to practice and learn competencies and skills during a Structured Recess Program, an Art and Music programs within the school day, and an after-school enrichment programs with community partners.	07/2017-06/2021	Principal, Instructional Coaches, Teachers, Site Leadership Team, MDT	Schedules/Event Programs.
Implement ways to improve school discipline	Expand Site Equity Team's current work ensuring fidelity in the implementation of PBIS, SEL, RP (SPARK) and address Board Policy and new Adminstrative Regulations around equitable practices for school discipline. Team will hire a full-time Attendance Clerk to record, monitor, and report attendance and discipline data to contribute to the MDT's work.	07/2017-06/2021	Principal, Instructional Coaches, Teachers, Site Leadership Team, MDT, Area Assistant Superintendent, Turnaround Director	Discipline policy, SPARK framework, discipline records, attendance records

SD 05: Family and Community Engagement				
Based on identified needs, provide ongoing mechanisms for family and community engagement. Choose three or more of the following:				
Implement or improve a system of regular communication with parents/guardians	Along with community partners, create opportunities for authentic engagement through activities such as: weekly coffee and conversations, family nights, and student showcase events. Utilize programs such as Class Dojo, and Remind to engage parents.	07/2017-06/2021	Parent/Community Liasons, teachers, SIC,	Agendas, Sign in sheets.
Foster a welcoming school environment	Increase family and community participation in School Site Council (SSC), volunteering opportunities, and school events.	07/2017-06/2021	Parent/Community Liasons, teachers, SIC,	Agendas, Sign in sheets.
Develop a family engagement team of administrators, staff, and teachers	N/A			
Develop a partnership culture with families and students	N/A			
Identify communication barriers and implement strategies for removing the identified barrier	New Community Liasons will assist with scheduling volunteer opportunites at school, as well as maintaining school website and facebook page and communicating with families through text messaging, IC messages and home visits as needed.	07/2017-06/2021	Parent/Community Liasons	Log of volunteer hours, facebook and website evidence, agendas, photographs, IC messenger logs.
SD 06: Support and Oversight				
Update an existing or adopt a new governance structure which may include, but is not limited to, requiring the school to report to a new "turnaround office" with a newly hired "turnaround leader" in the LEA that directly supports SIG implementation				
Update or identify a new governance structure	Under a new governance structure, SIG-funded schools will report directly to a newly-hired Turnaround Director (during grant years 2-4) who will support the schools in implementing the CA SDIM. The Turnaround Leader will be part of the district's Schools Office, reporting to Lisa Allen, Deputy Superintendent. The Turnaround Director will collaborate closely with SCUSD's Strategy and Innovation Office to assist the SIG schools over the 5-year funding period. The Strategy and Innovation Office is led by Chief Strategy Officer Dr. Al Rogers. The Office also includes includes an Assessment Coordinator, Student Outcomes Coordinator, Program Evaluation Coordinator, and LCAP/Strategic Plan Coordinator, among other staff. Each SIG school will also receive ongoing, intensive technical assistance and related support from an external Lead Partner organization, Sacramento County Office of Education.	01/2017-06/2021	SCUSD Deputy Superintendent, SCUSD Chief of Startegy and Innovation, SCUSD Turnaround Director	Meeting agendas and meeting notes
Grant the principal sufficient operational flexibility to fully implement a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates				
Grant the principal operational flexibility	1. Weekly Common Planning Time will be used to debrief, articulate, and share effective practices with colleagues and new staff and review data related to student achievement following the structure of DuFour's PLC model.	07/2017-6/2021	Principal, SCUSD Human Resources	Hiring records, employment contracts
	2. Principal is actively involved in all aspects of the budget related to this grant.			
	3.Hire the following FTE staff: Support staff for needs identified will be hired including • Full time Social Worker & Psychologist • 2 Community Liasons (Spanish Speaking, Hmong speaking) • SIC for Math and ELA • BIC (behavior intervention coach) • Reading and Math Interventionists • Technology Teacher General Education teacher to support the reduction of split classes • full time Student Support Services coofdinator • full time clerk • 4 full time instructional aides			

Provide technical assistance	The Turnaround Director, Area Assistant Superintendent, Principal and SCOE representative will establish an ongoing meeting schedule to identify and discuss technical assistance needs	01/2017-06/2021	SCUSD Deputy Superintendent, SCUSD Chief of Startegy and Innovation, SCUSD Turnaround Director	Meeting agendas and meeting notes
Identify and implement LEA support and oversight	SCUSD will establish a "SIG Monitoring Team" which will consist of key members including site Principals, Area Assistant Superintendents, a Turnaround Director, Data Analysts, Budget Personnel, and Technology Specialists.This team will be responsible for ongoing, active monitoring of the SIG implementation.	01/2017-06/2021	SCUSD Deputy Superintendent, SCUSD Chief of Startegy and Innovation, SCUSD Turnaround Director	Implementation chart

LEA Name: Sacramento City Unified School DIstrict		Date: 09/2016
School Name: Parkway Elementary School		

Actions and Activities	Start and End Dates MM/YYYY	Description of how those activities will lead to successful implementation of the selected intervention
Notify and engage school community when the grant is awarded to Parkway Elementary.	11/2016-06/2017	Collaborate with families, staff and community partners prioritizing the school needs to identify the best plans for the usage of the grant.
Perform School-wide needs assessment	12/2012-02/2017	Evauate and disaggregate data from different modules(SBAC, suspensions, school climate, site-level assessment, district assessments and a communty needs assessments) alongside staff, families and community partners to develop a plan to implement the California State-Determined Implementation Model (CA-SDIM)
Schedule professional development for the planning year in a variety of areas: SCOE(text-dependent questioning and CLOSE reading), PBIS, SEL, Balanced Literacy, Technology Integration, Academic Conversations, iReady and Mindfullness	01/2017-06/2017	Expand staff's current knowledge on PBIS and SEL to support our students emotionsla needs to be able to clear their minds of home trauma to focus on their education. During the 2015-16 school year ALL Parkway teachers were training in CLOSE reading and text-dependent question through the Sacramento County Office of Education through lesson studies. Teachers would take this knowledge and grow it to the next level. Instead of having only a few teachers trainined in balanced literacy, all teachers would be appropiately trained in balanced literacy. After providing each student with a current and adequate technological device, each teacher will be trained how to use them in the classroom as a supporting teaching mechanism to deliver lessons. The book, Academic Conversations, was purchased over the summer and will be used during the school year as a book study for all teachers. Renew the subscription to iReady. To help support the schools SEL vision, train al teachers and staff in Mindfullness to to support our students social and emotional needs.
Interview and hire necessary staff to fulfill needs of school	01/2017-06/2017	Qualified staff will be hired to support CA SDIM focus areas II, III, IV for the 2017-2018 school year
Purchase curriculum and one -to-one technology for the school	01/2017-06/2017	Purchase materials, learning manipulatives and technology that will children to learn while exploring and will support growth in knowledge.
Provide a full-time Student Support Center	01/2017-06/2017	To support families and student emotional as well as day-to-day living needs take the current one day a week model being used and post and hire for the 2017-2018 school year a social worker, coordinator and college interns for support.
Hire and staff campus monitors for the 2017-18 school year	01/2017-6/2017	Provide a safe and nurturing environment for academic success
Support teachers with additional instructional aides for classroom support	01/2017-06/2017	There are currently 3 on-site instructional aides that support our bilingual students with English acquisition. Additional instructional aides will be placed in classrooms to support instructional through the support of Americorp volunteers and hiring of new personnel.
Increase family engagement	01/2017-06/2017	At least once a month the principal will be available in the Parent Resource room offering coffee and pastries to families to come and talk about whatever is on their minds. Monthly family nights including topics such as: science, math and multi-cultural appreciation. In conjunction with the districts Family and Community Engagement (FACE) office, offer a variety of parenting classes that teaches how to support their child as an advocate for their child, what to look for from a school and to ease any insecurities about school. The classes will be offered in almost any language that is spoken in the district.

Form 2b—State-determined Intervention Implementation Chart for a Tier I or Tier II School					
LEA Name: Sacramento City Unified School District			**Date: 09/2016**		
School Name: Parkway Elementary School					
Required Component	**Strategy/Evidence-based Strategy**		**Start and End Dates (MM/YYYY)**	**Oversight**	**Description of Evidence**

Required Component	Strategy/Evidence-based Strategy	Start and End Dates (MM/YYYY)	Oversight	Description of Evidence
SD 01: Required Partnership				
Partner with the local educational agency's (LEA's) local county office of education, or local educational agency's Regional System of District and School Support Lead County Office of Education or The California Collaborative for Education Excellence				
Selecting the Lead Partner	SCUSD has selected an External Provider with whom the district has a long-standing relationship. Specific areas of assistance will be identified during the planning year.	03/2017-06/2021	Deputy Superintendent	MOU in place
Name of Lead Partner	Sacramento County Office of Education (SCOE)			
SD 02: Leadership Effectiveness				
Develop or adopt leadership competencies that address the following elements: (1) systems thinking and sustainable outcomes; (2) capacity building and community; (3) results-oriented problem solving; (4) influence and team development; and (5) personal effectiveness				
Develop or adopt leadership competencies	Doyal Martin was hired as principal in 2014 to provide leadership and demonstrate his knowledge, experience, ability and skills necessary to move a school forward.	2014-ongoing	Area Assistant Superintendent	Employment contract
Use the developed or adopted competencies to conduct a rigorous selection process to identify school leaders who possess the knowledge, ability, and skills necessary to lead school turnaround efforts and replace or retain the current principle.				
Assess the candidate's potential fit with the school and success with prior turnaround efforts	N/A			
Implement multiple steps in the selection process	N/A			
Develop new recruitment strategies and a new leadership job description that aligns with the school's improvement goals and expectations	N/A			
Develop a prioritized set of selection criteria and rubrics	N/A			
Utilize competency-based and job-characteristic interview questions	N/A			
Replace or retain the current principal	Doyal Martin will be retained as principal as he demonstrates the following competencies: systems thinking and sustainable outcomes; building capacity resulting in community and district support; effective problem solving; and increasing student acheivement through collaboration with teachers and families.	2014-ongoing	Area Assistant Superintendent	Employment contract
Provide customized and ongoing, outcome-driven, professional development (PD) opportunities to strengthen leadership practice and build leadership capacity.				
Identify professional development needs	Through data analysis, we will identify needs that will determine professional development necessary to strengthen leadership practice and build leadership capacity.	07/2017-06/2021	Area Assistant Superintendent, Turnaround Director, SCOE	District and School Data, sign in sheets, informal and formal evaluations
Develop and Implement outcome-driven PD opportunities	SCUSD will provide twice monthly professional development opportunities and collaborative team meetings for pricnipals. Additional individualzed support is provided by an Area Assistant Superintendent and Turnaround Director.	07/2017-06/2021	Area Assistant Superintendent, Turnaround Director, SCOE	District and School Data, sign in sheets, informal and formal evaluations
Name and content of PD	SIG school leaders will meet monthly to cross-collaborate on CA SDIM outcome data.	07/2017-06/2021	Area Assistant Superintendent, Turnaround Director, SCOE	District and School Data, sign in sheets, informal and formal evaluations
Promote the use of continuous feedback that is connected to professional learning opportunities and supports ongoing learning and improvement for school principals				

Provide opportunities for continuous feedback and ongoing learning	Continue and expand practices surrounding school-wide instructional rounds for school leaders to provide feedback and ongoing learning.	07/2017-06/2021	SCUSD and External Provider	District and School Data, sign in sheets, informal and formal evaluations

Optional: An LEA may also implement one or more of the following strategies based on identified needs:

Create and implement career pathways for leadership to expand leadership capacity and set the stage for sustainability	Teachers interested in being site leaders will be heavily involved in the process. There will be a site leadership team that represents each grade to help carry out and faciliate the work of this grant. There wil be monthly meetings to discuss and review the staus of the work being implemented campus-wide.	07/2017-06/2021	Principal, Site Leadership Team, Teachers	Meeting agendas, meeting notes
Promote opportunities for sharing leadership expertise to strengthen teamwork, process lessons learned, and identify successful approaches to needed change and continuous improvement	Teachers that are a part of the leadership team will also serve as liasons between the teachers and administration. The work around the grant will be a discussion topic at every staff meeting for all to voice concerns and ideas. As a staff we will celebrate success and problem solve concerns.	07/2017-06/2021	Principal, Site Leadership Team, Teachers	Meeting agendas, meeting notes
Promote labor-management collaboration to enable innovation in educator roles, responsibilities, and compensation systems	N/A			

SD 03: Teaching and Learning

Complete a comprehensive needs assessment of the instructional program

Identify instructional program goals and objectives	A foundation for instructional goals and objectives are in place and outlined in the Single Plan for Student Acheivement (SPSA) and embedded in the Local Control Accountability Plan (LCAP). Our areas of focus include the following: Social Emotional Learning; Comprehensive Teaching and Learning; Family and Community Engagement. The SPSA is updated annually.	07/2017 - 06/2021	Principal, Instructional Coaches, Teachers, Site Leadership Team	SPSA, LCAP
Assess current and actual levels of implementation	Analyze classroom observation data and survey staff to determine current implementation levels.	07/2017 - 06/2021	Principal, Instructional Coaches, Teachers, Site Leadership Team	Classroom observations and staff surveys
Determine discrepancies or gaps in program effectiveness	Analyze site and classroom data from 2016 CAASPP results. On collaborative Thursdays, staff will use evidence based strategies to examine work and create reteach lessons for areas of student struggle. Teachers will create common assessments to find gaps in teaching and student strengths, weaknesses and needs.	07/2017 - 06/2021	Principal, Instructional Coaches, Teachers, Site Leadership Team	Collaboration notes
Prioritize needs	All stakeholders will analyze data: teachers will analyze common assessments, formative and summative assessments; all stakeholders will be surveyed on the needs and how to prioritize them to best serve our students and community.	07/2017 - 06/2021	Principal, Instructional Coaches, Teachers, Site Leadership Team	PD minutes, Leadership Team minutes

Implement an instructional program aligned with California State Standards in at least one full academic content area (including professional learning for all educators) that meets the needs of all students in the school, including but not limited to, socio-economically disadvantaged students, English language learners, and students who receive special education services

Use student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction and programs in order to meet the academic needs of individual students.	Conduct ongoing benchmark assessments, provide in-depth analysis of student performance by standard when CAASPP results are released. Analyze academic benchmark and CAASPP results. Utilize weekly collaborative planning time to ensure plans have been implemented with fidelity and are aligned with needs.	07/2017 - 06/2021	Principal, Instructional Coaches, Teachers, Site Leadership Team	Collaborative Time meeting notes, CAASPP results, benchmark results,

Provide and ensure staff attend ongoing, high-quality and job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school or differentiated instruction)

Align with the school's comprehensive instructional program	Professional learning will occur during weekly school-wide common planning time and through embedded one-to-one coaching support encompassing the following currently utilized evidence based approaches: Balanced Literacy, Second Step, CLOSE Reading, Text-Dependent Questioning, PBIS, Academic Conversations and Common Core Instruction.	07/2017 - 06/2021	Principal, Instructional Coaches, Teachers, Site Leadership Team	Teacher lesson plans, staff development minutes and notes and teacher feedback forms

Design with school staff to ensure they are equipped to facilitate effective teaching and learning	The site leadership team, made up of certificated and classified staff, will coordinate and evaluate professional learning opportunities based on research-based practices and school needs.	07/2017 - 06/2021	Principal, Instructional Coaches, Teachers, Site Leadership Team	Professional Development schedules and teacher lesson plans
Promote continuous improvement and feedback that supports ongoing learning	Arrange schedules and release time for collaboration, meet with academic coaches, analyze data and site leadership to improve teaching and learning.	07/2017 - 06/2021	Principal, Instructional Coaches, Teachers, Site Leadership Team	Minutes from teachers Thursday collaboration hour and any additional collaboration that teachers engage in through out the school year.
Implement, to the extent practicable, in accordance with this model, one or more evidence-based strategies				
Identify and select evidence-based strategies	The following evidence-based strategies will be continually developed and implemented as part of a comprehensive instructional program: Balanced Literacy, Mindfulness, Social Emotional Learning training, and PBIS.	07/2017 - 06/2021	Principal, Instructional Coaches, Teachers, Site Leadership Team	
Optional: An LEA may also implement one or more of the following strategies based on identified needs:				
Developed or adopt a set of local competencies that include the following elements: (1) commitment to students and improved teaching and learning; (2) results-oriented outcomes and problem solving; (3) developing community; and (4) personal effectiveness				
Develop or adopt teaching competencies	N/A			
Use the developed or adopted competencies to conduct a rigorous selection process to identify teachers and staff who possess the knowledge, ability, and skills necessary to support all students in a school turnaround environment. Using the set of competencies, conduct all of the following activities:				
Screen all existing teachers and staff	N/A			
Retain teachers and staff who exemplify the competencies	All current teachers exemplify the competencies necessary for effective practice. As new teachers join the team, there will be an expectation of learning the culture, systems and procedures of the school. Teachers will be paired with a partner teacher to help them acclimate to the school and also understand the importance and meaning of the SIG. Teachers will be expected to work with their students to the fullest of their abilities and take their potential to another level.	07/2017 - 06/2021	Principal, Instructional Coaches, Teachers, Site Leadership Team	Employment contract
If necessary, hire new teachers and staff	N/A			
Provide high-quality, relevant increased learning time opportunities that are collaborative and meaningful, and help foster student achievement and content mastery.				
Type(s) of increased learning time	N/A			
SD 04: Student Non-Academic Support				
Based on identified needs, provide appropriate social-emotional and community-oriented services and supports for students. Choose three or more of the following:				
Implement an integrated social support network	Expand Coordination of Services Team (COST) to include: a full-time Psychologist, a full-time School Nurse, a Community Liason, a full-time Social Worker and full-time Student Support Center Coordinator to provide additional tier 2 and tier 3 supports with Positive Behavior Interventions (PBIS), Social Emotinal Learning (SEL) and Restorative Practices (RP). Our school is currently using these practices in order to be a Full-Service Community School.	07/2017 - 06/2021	Principal, Instructional Coaches, Teachers, Site Leadership Team, COST	Leadership Team/COST/School Data
Develop regular communication and implement a check in system that addresses students' needs	The COST will meet weekly to monitor data, discuss student needs, schedule SST's, review upcoming SST's and IEP's and recommend interventions to teachers.	07/2017 - 06/2021	Principal, Instructional Coaches, Teachers, Site Leadership Team, COST	Leadership Team/COST/School Data

Implement strategies and opportunities for ongoing student engagement	With a chronic absence rate of 20%, a suspension rate almost twice that of the District, and CAASPP results where the majority of students did not meet standards, school-wide initiatives and awareness around the importance of attendance and being in the classroom will be expanded upon. Tier 1 SEL practices, PBIS, and restorative practices will be key elements in increasing student engagement through common procedures and common practices. Instructional coaches will support teachers in Culturally-Responsive practices to reach a broader population of students. Through the Parent Teacher Home Visit Project, teachers will build relationships outside of the classroom to promote student engagement.	07/2017 - 06/2021	Principal, Instructional Coaches, Teachers, Site Leadership Team, COST	Attendance data, school climate survey, academic assessment results, behavior data
Implement social and emotional program(s) and services	Expand the current Student Support Center to provide additional mental health counseling, referrals, translating services, medical/dental/vision referrals, home visits, case management and site level support groups. Increase staff knowledge of SEL curriculum such as Second Step.	07/2017 - 06/2021	Principal, Instructional Coaches, Teachers, Site Leadership Team, COST, afterschool directors and district Equity Team.	Referrals, case management records, behavior data
Implement strategies to improve school climate	Strengthening our knowledge in PBIS, RP and SEL, our school climate on campus, in classrooms, and during after school programs will improve through relationship-building and trust.	07/2017 - 06/2021	Principal, Instructional Coaches, Teachers, Site Leadership Team, COST, afterschool directors and district Equity Team.	Student surveys, assessment results, attendance, behavior data
Implement ways to improve school discipline	•Strenuously implement RP into the school discipline policy •Train teachers on the importance of keeping students in the classroom by building relationships and giving students a voice •Support families by working with them on problems in and out of the home that have a direct affect on the children •Implement with fidelity RP, PBIS, SEL as well as address the Board Policy and new Administrative Regulations around equitable practices	07/2017 - 06/2021	Principal, Instructional Coaches, Teachers, Site Leadership Team, COST	PBIS assessment data, attendance data, suspension reports

SD 05: Family and Community Engagement

Based on identified needs, provide ongoing mechanisms for family and community engagement. Choose three or more of the following:

Implement or improve a system of regular communication with parents/guardians	• Monthly newsletters from the school and classrooms • weekly/monthly coffee time to engage in purposeful and casual conversations with families and community • Conduct theme-based family nights to include: cultural nights, science night and reading night and highlight student work through student showcases • Provide parent learning classes in the following areas: literacy, math skills, parenting, advocating and college prep • Post and hire a master gardener for the 2017-18 school year to utilize the school community garden	07/2017 - 06/2021	Principal, Asst. Principal and COST	Event sign-in sheets
Foster a welcoming school environment	Aesthically improve the look of the school with landscaping as there is no grass, plant flowers and plants to use as realia in lessons for science, utilize the community garden and welcome the Parkway Estates Neighborhood Association (PENA)to have their meetings on the campus. Increase family and community engagement through School Site Council (SSC), offer volunteering opportunities for families, community and former students to give back to their school.	07/2017 - 06/2021	Principal, Asst. Principal and COST, PENA	SSC minutes, volunteer sign-in sheets, student support center sign-in sheets
Develop a family engagement team of administrators, staff, and teachers	Administrators, staff and teachers will meet up to 3 times a year (not including open house and back to school night) to discuss student progress and concerns.	07/2017 - 06/2021	Principal, Asst Principal,COST, Site Leadership Team	sign-in sheets

Develop a partnership culture with families and students	Working with the suport of the SCUSD Family and Community Empowerment Department, we will increase participation in the Parent Leadership Academy. Through community partnerships, we will also provide GED courses for adults and create access to workforce opportunities.	07/2017 - 06/2021	Principal, Asst Principal,COST, Site Leadership Team	Participant registration
Identify communication barriers and implement strategies for removing the identified barrier	A newly hired community liason will develop relationships with all families to build a home-school connection. The liason will help explain the purpose and participate with teachers in home visits. The liason will maintain the Facebook page and school website.	07/2017 - 06/2021	Principal, Asst Principal,COST, Site Leadership Team	Facebook views, home visit logs, and Infinite Campus data.

SD 06: Support and Oversight

Update an existing or adopt a new governance structure which may include, but is not limited to, requiring the school to report to a new "turnaround office" with a newly hired "turnaround leader" in the LEA that directly supports SIG implementation

Update or identify a new governance structure	Under a new governance structure, SIG-funded schools will report directly to a newly-hired Turnaround Director (during grant years 2-4) who will support the schools in implementing the CA SDIM. The Turnaround Leader will be part of the district's Schools Office, reporting to Lisa Allen, Deputy Superintendent. The Turnaround Director will collaborate closely with SCUSD's Strategy and Innovation Office to assist the SIG schools over the 5-year funding period. The Strategy and Innovation Office is led by Chief Strategy Officer Dr. Al Rogers. The Office also includes includes an Assessment Coordinator, Student Outcomes Coordinator, Program Evaluation Coordinator, and LCAP/Strategic Plan Coordinator, among other staff. Each SIG school will also receive ongoing, intensive technical assistance and related support from an external Lead Partner organization, Sacramento County Office of Education.	12/2016-06/2021	SCUSD Deputy Superintendent, SCUSD Chief of Startegy & Innovation, SCUSD Turnaround Director	Hiring records, employment contracts

Grant the principal sufficient operational flexibility to fully implement a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates

Grant the principal operational flexibility	1. Weekly Common Planning Time will be used to debrief, articulate, and share effective practices with colleagues. 2. Principal is actively involved in all aspects of the budget related to this grant. 3.Hire the following FTE staff:	12/2016-06/2021	Principal, Area Assistant Superintendent, Human Resources	Hiring records, employment contracts

Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA or a designated external lead partner organization

Provide technical assistance	The Turnaround Director, Area Assistant Superintendent, Principal and SCOE representative will establish an ongoing meeting schedule to identify and discuss technical assistance needs	02/2016-06/2021	Turnaround Director, Area Assistant Superintendent, Principal, SCOE	Meeting agendas and meeting notes
Identify and implement LEA support and oversight	SCUSD will establish a "SIG Monitoring Team" which will consist of key members including site Principals, Area Assistant Superintendents, a Turnaround Director, Data Analysts, Budget Personnel, and Technology Specialists.This team will be responsible for ongoing, active monitoring of the SIG implementation.	02/2016-06/2012	SIG Monitoring Team	Implementation chart